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Value orientations and academic achievement of Mexican American and Anglo public school youth were studied with regard to (1) differences between Mexican American and Anglo values; (2) value differences within the Mexican American pupil subpopulation; and (3) the relationship between value orientations and academic achievement of Mexican American pupils. Data were obtained from a self-administered questionnaire and from official records of scholastic achievement of 2,600 ninth- and twelfth-grade pupils enrolled in the Los Angeles Metropolitan School District. The results indicated that (1) there were substantial differences in some special value orientations between Mexican Americans and Anglo pupils from similar socioeconomic backgrounds; (2) similarities to Anglo value orientations and academic achievement increased with a rise in socioeconomic status of Mexican Americans and from the 9th to 12th grade levels; (3) value orientations of Mexican American pupils in integrated schools were more similar to those of Anglos than Mexican American pupils in other schools; and (4) there were less differences in value orientations between Anglo boys and girls than there were between Mexican American boys and girls, with values of Mexican American boys being more similar to Anglo value orientations than those of Mexican American girls. Several tables are included which summarize the findings. (CM)

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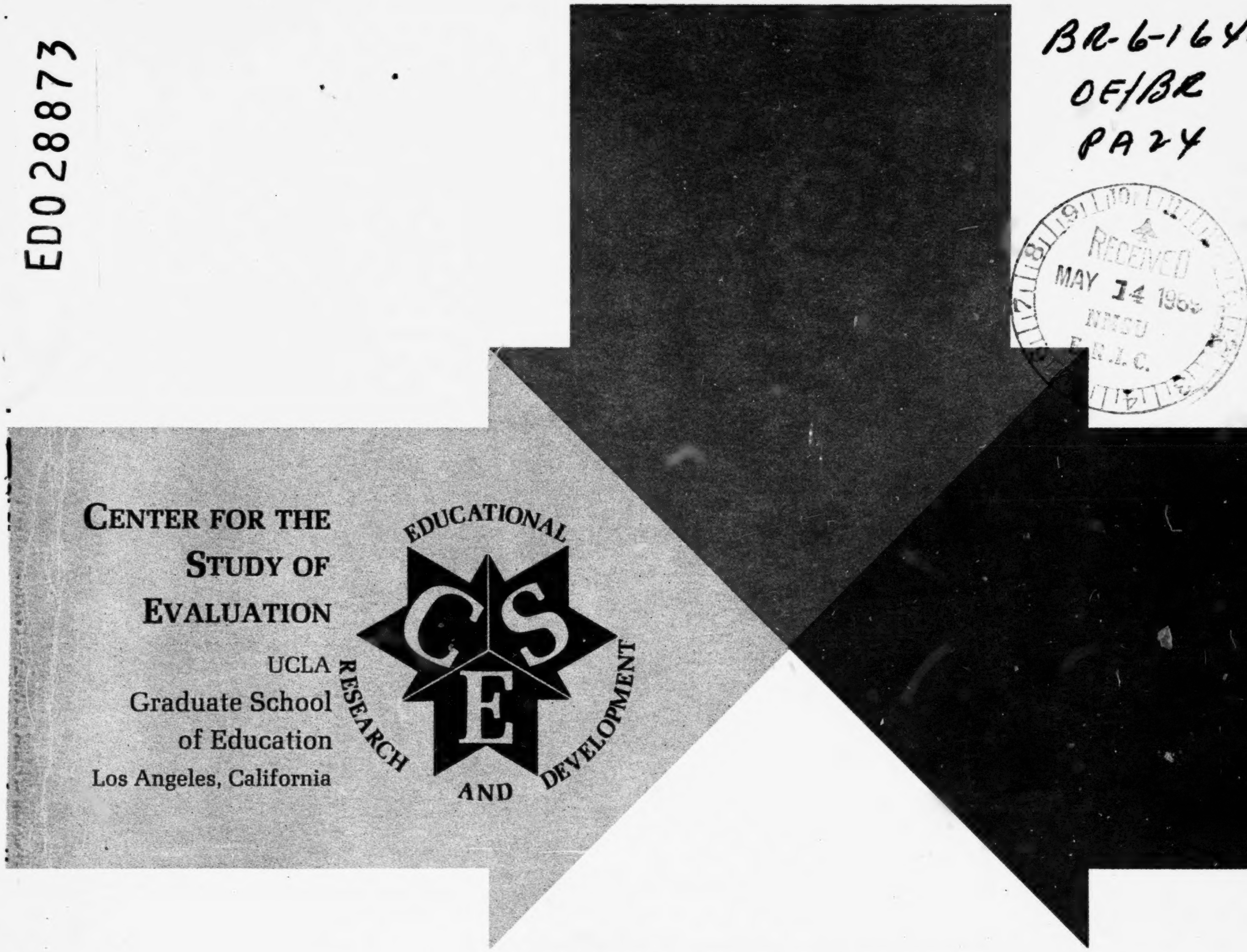

CENTER FOR THE STUDY OF EVALUATION

UCLA
Graduate School
of Education
Los Angeles, California

COMPARATIVE VALUES AND ACHIEVEMENT OF MEXICAN-AMERICAN AND ANGLO PUPILS

Audrey James Schwartz

CSE Report No. 37
February 1969

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FOREWORD

The study of values reported here by Dr. Schwartz provides a good beginning in the exploration of values in two ethnic groups and makes a solid contribution to an understanding of the relationship of selected values to educational achievement. It also establishes the potential for connecting values to the study of evaluation itself in at least two respects which are major concerns of the Center for the Study of Evaluation.

The first such respect is in connection with the evaluation of educational programs and educational systems. The study makes clear that the development and improvement of strategies for evaluation must take into account the independent predictive strength of values--particularly the kinds of values which Dr. Schwartz has identified; these values can and should be used in any set of independent variables that are examined for educational effects. Their utility as control variables in examining the outcomes of any program must also be considered. Simply stated, values must enter into the design of evaluation research.

Moreover, any examination of the causal connection of deliberate educational behavior to the objectives of educational programs must proceed upon an understanding of the predictive strength of selected values. The study of values is of central concern if, as suggested by this research, the outcome of instructional activities is dependent on both the learner's valuing of these objects and on the reinforcement of his responses to educational stimuli directed toward the attainment of the objectives. Stated in other terms, the meaning of educational objectives to the learner and the significance of this meaning in the educational situation must be understood before some of our current assumptions of learning can be accepted. If there is a causal relationship between values and educational outcomes, values must be installed unequivocally among the dependent variables in evaluation studies.

The second area of concern of the Center for the Study of Evaluation is the understanding of the evaluation process and its own effects. There is at least one important inference about the study of the evaluation process to be drawn from Dr. Schwartz's research--that educational decisions based upon evaluative studies in which values are centrally incorporated will differ from decisions based upon studies in which values are not present. Thus, the inclusion of values in the research design should make more knowledge about evaluation available and facilitate higher levels of explanation.

In summary Dr. Schwartz's study advances the study of evaluation in several ways: it illuminates and provides data on the distribution of values for several subpopulations; it connects values to educational outcomes; it points to a basis for introducing values more centrally both as independent and dependent variables in evaluation studies; and it provides some experience and tools for the observation and the analysis of values. In general, this study should raise the level of concern for including values in the study of evaluation and serve as a guide as to how this may be done fruitfully.

January 30, 1969 C. Wayne Gordon

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INTRODUCTION

The findings reported here focus upon three questions, all of which deal with the value orientations of Mexican-American public school youth.[1] The first of these questions asks in what ways and to what extent Mexican-American values differ from Anglo values. The second question asks in what ways and to what extent there are value differences within the Mexican-American pupil subpopulation. The third asks in what ways and to what extent value orientations are related to the academic achievement of Mexican-American pupils.

To answer these questions empirically, information was obtained from responses to self-administered questionnaires and from official school records of pupils sampled from the ninth and twelfth grades of 13 secondary schools in the Los Angeles school district. The framework upon which the survey was built draws heavily upon the theoretical writings of Talcott Parsons and the empirical findings of the Harvard Southwest Values Studies reported by Florence Kluckhohn and Fred Strodtbeck.[2]

Through their inquiries into the differences between the sub-cultures from which these two pupil groups come, these authors have suggested a partial answer to the first question relating to the differences between Mexican-American and Anglo youth. Parsons' typology of the principal types of social structures categorizes the Mexican-American society as one of predominantly particularistic-ascriptive value orientation patterns and the Anglo society as predominantly universalistic-achievement value orientation patterns.[3] He distinguishes the two social structures by use of these pattern variables as follows: First the Mexican-American structure is characteristically one of high affectivity, that is, of immediate gratification through expressive behavior; in comparison, the Anglo structure is characteristically one of neutrality or disciplined behavior leading to later gratification. Second, the personal relations within the Mexican-American structure tend toward broad, diffuse involvement in which people are treated as ends-in-themselves; by contrast, the relations within the Anglo structure tend toward narrow, specific involvement and are limited to some particular purpose or task. Third, Mexican-Americans are more concerned with the quality or ascriptive component of social roles, while Anglos are more concerned with the performance or achievement aspect. Finally, the evaluative standards employed by the two structures differ. Mexican-Americans tend to emphasize particularism and employ emotional criteria which credit the relationship between individuals; Anglos tend to emphasize universalism and employ impersonally implemented rational criteria.

In further characterizing the particularistic-ascriptive social structure of the Mexican-Americans, Parsons states that the absence of an achievement emphasis inhibits the development of instrumental orientations and of the structures associated with them. He adds that emphasis is thrown in the expressive direction. This social structure also tends to be traditionalistic and, unless threatened, lacks concern with the larger framework of society.[4]

Much of Parsons' description of the two social structures is empirically documented by Kluckhohn and Strodtbeck. In their report of the Harvard Southwest Values Project, they conclude that the value orientation system of Mexican-Americans is, in most respects, the "mirror image" of the dominant American culture--that their orientation toward "time" is present rather than future; toward "activity" is being rather than doing; and toward nature is subjugation rather than mastery.[5]

Since value orientations are rooted in early environment when a child internalizes the patterns of affect of his parents, it is to be expected that these orientations will reflect related qualities of family social structure.[6] This is not to say that there will not be differences within subgroups--differences which emanate from the interaction of family background with the unique experiences of each child--but only that there will be similarity in value orientations among children from similar social structures.

The clear implication is that children reared within the Mexican-American social structure will differ from children reared within the Anglo structure in several important ways. Fewer Mexican-American children will identify long-range goals for themselves, and their general orientation toward activity will be more expressive and less instrumental. Equally important, more Mexican-American children will tend toward particularism in their evaluation of others and toward fatalism or passive acceptance in their orientation toward their own future. Another major difference is that Mexican-American children will be more favorably oriented toward authority, particularly the authority of their parents. This report treats these expected differences.

Information pertaining to the second question (relating to value differences within the Mexican-American subpopulation) is not as readily available. After a summary of much of the existing literature, Heller comments on the low status of Mexican-Americans among all minority groups and writes that "compared with most (minority groups) they display a marked lack of internal differentiation, whether in terms of schooling, occupation, or income."[7]

Conceding that the Mexican-American subpopulation is relatively homogeneous, it is assumed here that some of its members do experience upward mobility--surpassing the occupational and economic status of their parents and moving from the Mexican-American barrio into predominantly Anglo neighborhoods. This process is difficult to verify, however, since, as Meeker points out, the practice of the U. S. Bureau of the Census, usually the most fruitful source of demographic data, is not to make known the ethnic identity of Mexican-Americans living in census tracts with fewer than 400 Spanish surname families.[8]

A report of an inquiry into the stratification of one Southern California Mexican-American community by Peñalosa and McDonagh indicates that Mexican-American families frequently do leave the ethnic enclave after acquisition of some Anglo values and after achievement of higher occupational positions. They conclude that "acculturation to the Anglo-American middle class norms" is a precondition to upward mobility for Mexican-Americans and that schooling and other forms of "socialization acculturation" are preparatory to occupational status, although not in themselves indicators or guarantors of that status.[9]

Their report is relevant to the third question, concerning the relationship between value orientations and academic achievement.

In general, the relationship between values and personal activity leading to various measures of scholastic success, particularly for Anglo pupils, is well documented in sociological literature.[10] The demonstrated importance of values for achievement derives from three critical functions which they perform: to determine the "desirable," which includes the ends elected and the means appropriate for their attainment; to evaluate or to define the "situation" within which achievement takes place, that is, whether or not a situation is favorable for the attainment of the "desirable;" and to delimit the scope and intensity of interpersonal relations which affect an individual's activities.

This report is concerned with the extent of the acquisition of Anglo values by Mexican-American youth, as well as with the original differences in values which derive from family social structure. It is also concerned with the relationship of these values to the achievement of Mexican-American pupils in the Anglo-oriented secondary school that is typical of public education in the United States:

Guiding the inquiry are four general hypotheses:

1. In some special value orientations, there are substantial differences between Mexican-American and Anglo pupils from similar socioeconomic backgrounds;
2. Mexican-American pupils from families of high socioeconomic status are more similar to Anglo pupils in these value orientations than are Mexican-American pupils from families of lower socioeconomic status;
3. These differences in value orientations between Mexican-American and Anglo pupils diminish from the ninth to the twelfth grade-levels;
4. Value orientations most positive for the academic achievement of Mexican-American pupils are those most associated with the Anglo social structure.

Underlying the second and third hypotheses are two further assumptions. One is that a white collar father, because of his high level of participation in the larger society, has acquired many characteristically Anglo values and transmitted them to his children through informal socialization processes. The other assumption is that the greater homogeneity of twelfth grade pupils results from the additional years in which the school has had opportunity to influence its pupils, as well as from the fact that some pupils who resist the school's formal socialization practices leave the system prior to the senior year.

In addition to the four hypotheses, a relationship is anticipated between the ethnic population of the school student body and the value orientations and academic achievements of the pupils. More specifically, these two further hypotheses assert that:

1. Mexican-American pupils in integrated schools have value orientations which are more like those of Anglos than those of Mexican-American pupils in non-integrated schools;
2. Mexican-American pupils in integrated schools have higher academic achievement than have Mexican-American pupils in non-integrated schools.

The reasons for greater similarity to Anglo values are twofold. First is the great potential for the modification of value orientations by the intense primary relations which develop among adolescents. Such relations, if cross-cultural, cannot help but alter the "world-view" of the pupils when they occur in the context of an Anglo institution in which goals and activities are congruent with Anglo values. The modification is expected to be in the direction of the Anglo peers. Second is the influence which the student group has on the role performance of teachers and administrators. The informal norms, values, and expectations of the school staff are largely created by the student body which the school services. These, in turn, are related to the effectiveness of the staff as socialization agents.

The reasons for greater academic success in integrated schools, then, derive both from the hypothesized value differences of the pupils enrolled within them and from other factors which seem to allocate a larger share of experienced and able educators to schools with higher Anglo enrollments.

Sampling Procedures and Coding

Data were obtained in the spring of 1966 from 3,100 secondary school pupils, of whom 2,600 were from either Mexican-American or Anglo families.[11] The sampling procedures were of two basic kinds: first, a nonrandom, nonprobability, purposive technique which selected the schools to be sampled in accord with predetermined socioeconomic and ethnic characteristics; second, a stratified quota technique which sampled within these schools until the desired number of cases from the designated grade-levels was obtained. Schools of varying socioeconomic composition and varying proportions of Mexican-American to Anglo pupils were selected for the comparative study of the two ethnic subcultures.

When it became apparent that the socioeconomic level of pupils attending a school unit and the percentage of Anglo pupils attending that school were highly related, schools of higher social rank were excluded from the sample. This assured that at least 10 percent of the cases from each school would be Mexican-American, but it also proportionately increased the size of the blue collar sample. Identical proportions of pupils from the same geographic areas were also sampled at the ninth and twelfth grades in order to maintain ethnic and socioeconomic comparability between the two school levels.

Ethnicity was coded from information obtained from observing the respondent, the respondent's surname, and questionnaire pre-coded items stating the place of birth of pupil and parents and the language used in the home. Socioeconomic status was coded from pupils' responses to open-ended items about the work of their parents. A primary distinction in occupational classification was made between parents who work with their "hands" and those who work with their "heads," that is, between blue and white collar labor. The sample more heavily represents the lower socioeconomic pupils of the district.

VALUE ORIENTATIONS

The value orientations whose distributions are reported here are those posited to be associated with academic achievement. These orientations, grouped according to the functions they are expected to perform, are presented in Table 1.

Variables in Group I pertain to the individual's view of the "desirable" and the congruence of his view with that of the formal school. Variables in Group II pertain to the individual's "definition of the situation,"--whether he believes he can perform the prerequisite activities and whether he believes he can attain these goals. Variables in Group III relate to the autonomy which he exhibits, from both his peers and his family, and which of the two is more salient in guiding his behavior.[12]

The multiple scale and index scores are separated at the point which most evenly divides the entire sample and are combined into categories of "high" and "low"; whereas most of the responses to single items (chosen from four alternatives ranging from "strongly agree" to "strongly disagree") are combined into the categories "agree" and "disagree." However, in one case dealing with the resolution of conflict by force, so many pupils disagree that the "strongly disagree" responses are reported separately from the combined others.

TABLE 1

THE FUNCTIONS OF VALUE ORIENTATIONS AS THEY RELATE TO ACADEMIC ACHIEVEMENT AND THE VARIABLES ASSOCIATED WITH EACH

I. The "Desirable"

A. The Identification of Personal School Goals
    Index of Idealized School Goals*

B. The Determination of Activities Instrumental to School Goals
    Instrumental Orientation Scale
    Expressive Orientation Scale
    Formal School Compliance Scale
    Rational Resolution of Conflict (single item)
    Interpersonal Responsibility (single item)

II. The "Definition of the Situation"

A. The Perception of the Feasibility of Performing Activities Instrumental to School Goals
    Index of Self-Esteem
    Faith in Human Nature Scale

B. The Perception of the Ultimate Attainability of These Goals
    Futuristic Orientation Scale

III. Scope and Intensity of Interpersonal Relations

A. Autonomy
    Independence from Peers Scale
    Independence from Family Authority Scale

B. More Salient Reference Group
    Greater Concern for Family than for Peer Disapproval (single item)

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[*] See Appendix C for scale and index items and for their distributions by grade level and ethnicity.

The percentages of pupils in the category of each variable expected to be favorable to school achievement are presented in Tables 2, 3 and 4. In general, these are the percentages of pupils who are "high" or are positive on the variable. All findings are reported by subpopulation membership; they are controlled for ethnicity and for socioeconomic status and reported separately for boys and girls from the junior and senior high schools.

Ethnic Differences in Value Orientations

To summarize briefly, survey data obtained for this inquiry consistently support the hypotheses for some of the suggested value orientation distributions, but not for others. For the value orientation variables which relate to mastery over the environment and to the evaluation of other people, comparisons between subpopulations produce anticipated results. For variables which relate to the expressive orientation toward activity and to the acceptance of authority, the differences are as expected for the first three hypotheses but are unaffected by the social context of the school. For variables which relate to school goals and to the instrumental orientation toward activity within the school, the subpopulations are surprisingly similar. Differences for these latter variables are identified only by the separate analysis of responses from males and females.

The "Desirable" is a concept measured by six separate variables. The Index of Idealized School Goals deals with the ends which the pupil believes the school ought to help him attain--regardless of whether it does or not. The other variables are addressed to his orientation toward the activities expected to lead to the attainment of these goals.

Three of the variables are in the form of scales. The Instrumental Orientation Scale inquires into the pupil's evaluation of the utility of school-prescribed activity for future benefit. The Expressive Orientation Scale inquires into areas of school activity that yield immediate gratification. The Formal School Compliance Scale inquires into the choices the pupil says he would make if confronted with the conflicting expectations of the formal school and his peers. It also explores the extent of his uncritical acceptance of teacher authority.

The two remaining variables are single items. One refers to the pupil's orientation toward interpersonal responsibility and asks if he agrees with the statement, "When I am in a group, I enjoy taking charge of things." The other refers to his orientation toward resolution of conflict and asks if he agrees that "The best way to settle most arguments is by a good fight."

The similarity of Mexican-American and Anglo pupils in value orientations related to the functions of formal education is unexpected (Table 2). Most notable is the consensus among all pupils that every objective in the Index of Idealized School Goals is important. About 80 percent agree (a) that school should help them get along with the different people they will meet through life, (b) that it should help them to understand the world they live in, and (c) that it should train them for their

TABLE 2

VALUE ORIENTATIONS BY ETHNICITY, SOCIOECONOMIC STATUS, SCHOOL-LEVEL, AND SEX--THE "DESIRABLE"

Variables*	Blue Collar						White Collar					
	Mexican-American			Anglo			Mexican-American			Anglo		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Junior High School	%	%	%	%	%	%	%	%	%	%	%	%
Index of Idealized School Goals	83	86	85	82	88	85	81	77	79	83	84	83
Instrumental Orientation Scale	75	75	75	76	74	75	69	72	71	69	79	74
Expressive Orientation Scale	75	79	77	63	75	69	75	78	76	69	69	69
Formal School Compliance Scale	54	49	51	42	49	46	58	39	50	37	46	41
Rational Resolution of Conflict (item)	36	50	43	38	64	51	29	59	43	45	70	57
Interpersonal Responsibility (item)	49	42	46	52	37	45	53	42	48	51	54	53
Base	332	312	644	158	151	309	63	58	121	124	105	229
Senior High School												
Index of Idealized School Goals	82	86	84	85	88	86	73	86	79	77	78	78
Instrumental Orientation Scale	77	74	75	75	82	78	79	78	79	81	74	77
Expressive Orientation Scale	67	76	72	67	74	70	63	72	67	58	63	60
Formal School Compliance Scale	42	44	43	36	44	40	49	37	43	36	38	37
Rational Resolution of Conflict (item)	41	69	55	48	73	60	34	67	48	54	67	61
Interpersonal Responsibility (item)	49	39	44	51	51	51	54	44	55	58	53	56
Base	246	244	490	140	125	265	63	43	106	86	102	188

*The variables are dichotomized at the point that most evenly divides the entire sample. Cell entries show the percentage of total respondents in the category expected to be favorable for academic achievement.

future jobs. There is also consensus that school succeeds in performing these functions. About 75 percent respond positively to all items in the Instrumental Orientation Scale, and fewer than one percent maintain that going to school now will not help their future in any way.

When the sex of the respondent is taken into account, the characterization of complete accord between ethnic groups is modified for pupils from white collar homes. At the junior high school level more white collar Anglo than white collar Mexican-American girls have high goals for their school work and have strong instrumental orientation toward the school's activities. At the senior high level the reverse is true; more white collar Mexican-American than white collar Anglo girls score high on these same variables.

The majority of pupils also indicate an Expressive Orientation toward the school. About 60 percent of all respondents agree (a) that in general, they like school, (b) that they enjoy their classes at school, and (c) that the main thing they like about school is being with friends. Expressive Orientation Scale scores of Mexican-Americans are higher than those of Anglos, and scores of most girls are higher than scores of most boys.

Less than 50 percent of the total sample are high on the Formal School Compliance Scale. It is of special interest that compliance scores of Anglo girls are higher than scores of Anglo boys, but scores of Mexican-American boys are highest of all groups under consideration. Responses to this measure indicate that most pupils do not accept the formal authority of the teacher without qualification. More than half of them disagree with the statement, "Even when they punish the whole class, I feel that teachers are usually right." On the other hand, the responses also indicate that pupils are more in accord with the universalistic regulations of the school than with the particularistic demands of personal friendship. Sixty percent agree that if working in the school library they would not hide a book from other readers in order to reserve it for a friend, and 80 percent disapprove of a student aide who purposely raised the test score of his friend in order to help him pass.

Another orientation presumed to be related to achievement is Interpersonal Responsibility. Again, positive orientation is not extraordinary. About half of the respondents indicate that when in a group they "enjoy taking charge of things." Of these pupil fewer Mexican-American girls than any of the other groups considered take this view.

The greatest differences between Mexican-American and Anglo pupils in the variables relating to "desirable" activity lie in their orientation toward the Resolution of Conflict. Responses to the item which treats this question indicate more Mexican-Americans favor physical resolution and more Anglos oppose it. Also evident from the responses is the difference in orientation between boys and girls. Regardless of ethnicity, more girls than boys strongly oppose the settlement of conflict by force.

The "Definition of the Situation" variables include the Index of Self-Esteem, which inquires into the individual's evaluation of himself in general and in relation to others whom he knows; the Faith in Human Nature Scale, which inquires into his orientation toward people regardless of his personal knowledge of them; and the Futuristic Orientation Scale, which examines the belief that the individual can exercise control over his environment and thereby affect his own destiny. The differences in the "Definition of the Situation" variables are far greater than the differences in orientations between Mexican-American and Anglo pupils with respect to the goals and activities of the school as discussed above (Table 3). The least variation is on the Index of Self-Esteem. More Anglo than Mexican-American pupils indicate high Self-Esteem in comparisons within the senior high school white collar sample; in the other comparisons Mexican-American boys are similar to Anglos, while Mexican-American girls score considerably lower.

The Faith in Human Nature Scale also indicates differences between the ethnic groups. At the junior high level, more Anglo than Mexican-American pupils (except white collar Mexican-American boys who respond similarly to Anglos) indicate a positive orientation

TABLE 3

VALUE ORIENTATIONS BY ETHNICITY, SOCIOECONOMIC STATUS, SCHOOL-LEVEL, AND SEX--THE "DEFINITION OF THE SITUATION"

	Blue Collar						White Collar					
Variables*	Mexican-American			Anglo			Mexican-American			Anglo		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Junior High School	%	%	%	%	%	%	%	%	%	%	%	%
Index of Self-Esteem	58	55	56	55	52	54	52	45	49	51	52	52
Faith in Human Nature	27	27	27	48	58	53	47	34	41	51	50	51
Futuristic Orientation Scale	22	16	19	37	34	35	33	24	28	53	41	47
Base	332	312	644	158	151	309	63	58	121	124	105	229
Senior High School												
Index of Self-Esteem	61	51	56	59	60	60	56	50	53	66	59	63
Faith in Human Nature	61	66	63	68	67	67	61	59	60	59	62	61
Futuristic Orientation Scale	37	37	37	54	55	54	39	36	37	69	65	67
Base	246	244	490	140	125	265	63	43	106	86	102	188

*The variables are dichotomized at the point that most evenly divides the entire sample. Cell entries show the percentage of total respondents in the category expected to be favorable for academic achievement.

toward others. The findings are similar at the senior level of comparisons between blue collar boys, although differences in other subpopulation comparisons are slight.

The most striking ethnic differences in these value orientations--and indeed in any value orientations under consideration--are indicated by the Futuristic Orientation Scale scores. For every comparison, more Anglo than Mexican-American pupils express control over their environment--with fewer junior high Mexican-American girls expressing control than any other group.

The Interpersonal Relations variables are concerned with the concept of autonomy, that is, whether the individual is inclined to take action without the approval of others. This notion is divided into two separate variables. One, the Independence from Family Authority Scale, inquiries about the legitimacy of parental control over pupil activity; the other, the Independence from Peer Scale, inquiries about the sensitivity of the pupil to the opinions of his age-mates. To determine which of these two possible reference groups has more influence on behavior, a single item variable asks, "Which of these would be harder for you to take--your parents' disapproval or breaking with your best friend?"

Mexican-American pupils tend to be less autonomous than Anglo pupils, both from their peers and from their families (Table 4). For one comparison, however, this

TABLE 4

VALUE ORIENTATIONS BY ETHNICITY, SOCIOECONOMIC STATUS, SCHOOL-LEVEL, AND SEX--SCOPE AND INTENSITY OF INTERPERSONAL RELATIONS

	Blue Collar						White Collar					
Variables*	Mexican-American			Anglo			Mexican-American			Anglo		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Junior High School	%	%	%	%	%	%	%	%	%	%	%	%
Independence from Peers Scale	36	32	34	43	33	39	36	29	33	37	34	34
Independence from Family Authority Scale	47	47	47	64	62	63	55	51	52	64	69	66
Concern for Family over Peer (item)	63	64	63	56	51	53	60	64	61	51	55	53
Base	332	312	644	158	151	309	63	58	121	124	105	229
Senior High School												
Independence from Peers Scale	37	30	33	30	24	28	34	20	27	38	37	37
Independence from Family Authority Scale	66	59	62	73	74	73	52	74	61	76	71	73
Concern for Family over Peer (item)	68	69	68	49	55	52	64	61	63	50	53	51
Base	246	244	490	140	125	265	63	43	106	86	102	188

*The variables are dichotomized at the point that most evenly divides the entire sample. Cell entries show the percentage of total respondents in the category expected to be favorable for academic achievement.

generalization does not hold. More blue collar Mexican-American than Anglo seniors are high on the Independence from Peers Scale. Regardless of ethnicity, however, more boys than girls are independent of their peers. Mexican-American senior high school girls from white collar families are less independent of peers than are any other group.

The distribution of scores of these Mexican-American girls on the Independence from Family Authority Scale is also of special interest since more of them than other Mexican-American pupils express high independence. In contrast, comparable Mexican-American boys express greater dependence upon the family than do other pupils.

There are no differences between boys and girls in responses to the inquiry into the relative saliency of parents and of peers. However, while more than half of the Anglos indicate greater concern for parental disapproval, the proportion of Mexican-Americans expressing this view is substantially greater.

Differences Between Blue and White Collar Mexican-American Pupils

Some unexpected differences in value orientations emerge from comparisons within the Mexican-American subpopulation which employ socioeconomic status controls. The first of these is that more pupils from blue collar than from white collar homes have high goal expectations of school, although (also unexpected) their evaluation of the utility of school attendance is similar. The second is that more blue collar than white collar pupils express high Self-Esteem. Third is the fact that differences in the orientation toward Formal School Compliance are confounded by the sex of the respondent: more blue collar than white collar girls and, conversely, more white collar than blue collar boys are compliant. Last of these unexpected differences is that fewer Mexican-American senior high white collar boys than any other pupils express Independence from Family Authority.

Among the expected differences between blue and white collar Mexican-Americans are the findings that more pupils from white collar homes (with the exception just noted) express Independence from Family Authority, and more enjoy Interpersonal Responsibility. At the junior high level more white collar pupils have Faith in Human Nature and a Futuristic Orientation, and at the senior high level more show Concern for Family Over Peer disapproval.

Differences Between Junior and Senior High School Mexican-American Pupils

Value orientations which differentiate junior and senior high school Mexican-American pupils are largely the same as those which differentiate Mexican-American and Anglo pupils. Regardless of socioeconomic status, more Mexican-Americans in senior high than in junior high express Faith in Human Nature and a Futuristic Orientation, and more strongly disapprove of Resolution of Conflict by Force.

Further movement in the direction of Anglo orientation is seen by the decrease in the Formal School Compliance and the Independence from Family Authority scores between the ninth and twelfth grades. With the exception of white collar girls (who consistently have low compliance scores) Mexican-American seniors indicate lower compliance; with the exception of white collar boys (who consistently have low Independence from Family Authority scores), they also indicate less orientation toward parental control.

A final difference related to school-level is the Independence from Peers expressed by white collar senior Mexican-American girls. Although no changes occur between ninth and twelfth grades for other Mexican-Americans, these senior girls are more dependent upon their age-mates than any other group.

Value Orientations and the Social Context of the School

The influence of the ethnic and socioeconomic composition of the school on the value orientations of Mexican-American pupils appears to be greater at the junior than at the senior high school level (Table 5). This finding is consistent with the view that sensitivity to environmental factors is most acute during periods of rapid individual development such as that characterized by the early adolescent years.

TABLE 5

VALUE ORIENTATIONS FOR MEXICAN-AMERICAN PUPILS BY SOCIOECONOMIC STATUS, SCHOOL-LEVEL, AND SCHOOL SOCIAL CONTEXT

	Junior High*				Senior High			
	Integrated Medium SES		Segregated Low SES		Integrated Medium SES		Segregated Low SES	
Variables	BC	WC	BC	WC	BC	WC	BC	WC
The "Desirable"	%	%	%	%	%	%	%	%
Index of Idealized School Goals	87	71	84	82	85	78	84	79
Instrumental Orientation Scale	81	64	75	72	74	79	79	75
Expressive Orientation Scale	75	71	78	78	76	71	63	61
Formal School Compliance Scale	59	64	52	50	44	45	43	43
Rational Resolution of Conflict (item)	49	36	40	38	54	46	57	50
Interpersonal Responsibility (item)	50	57	46	42	45	43	44	71
The "Definition of the Situation"								
Index of Self-Esteem	58	43	56	49	55	60	58	39
Faith in Human Nature	38	71	25	35	65	59	62	61
Futuristic Orientation Scale	22	43	18	24	34	41	41	28
Scope and Intensity of Interpersonal Relations								
Independence from Peers Scale	26	28	34	28	36	30	32	28
Independence from Family Authority Scale	44	50	46	51	64	55	58	68
Concern for Family over Peer (item)	62	64	64	57	70	66	67	54
Base	(88)	(14)	(429)	(78)	(309)	(73)	(167)	(28)

*For a description of school indices, see Appendix A.

At the junior high level, more ninth grade Mexican-Americans in the medium socioeconomic, integrated school than in the low socioeconomic, segregrated school hold value orientations similar to those of Anglo pupils. These include higher scale scores for the Faith in Human Nature, the Futuristic Orientation, and the Formal School Compliance variables. In addition, this group expresses greater willingness to accept Interpersonal Responsibility.

At the senior high level, the social context of the school has greater impact on white collar than on blue collar Mexican-Americans; and more of the white collar pupils in the integrated than in the segregated school score high on the Self-Esteem and the Futuristic Orientation variables. On the other hand, the impact of the integrated school appears to be negative for the acceptance of Interpersonal Responsibility; more of the white collar pupils in this school type are low on that variable.

ACADEMIC ACHIEVEMENT AND VALUE ORIENTATIONS

The preceding section explored the distribution of selected value orientations among subpopulation groups. This section explores the posited relationships between these value orientations and academic achievement.

The dependent variable of achievement is indicated by pupil scores on the reading comprehension tests routinely administered as part of the District's testing program--the California Achievement Test in the junior high school and the Cooperative English Test in the senior high. Reading comprehension has been selected because of the general view that it is an excellent measure of overall academic progress, since achievement in most subjects greatly depends upon it.

Results of the reading comprehension tests are presented in the form of stanine scores which have been standardized on a national sample of pupils.[13] Mean scores for the Mexican-American and the Anglo subpopulations are reported separately--first without control, and then with controls for socioeconomic status, sex, and the social composition of the school student body (Table 6).

One can conclude from these scores that Mexican-American pupils as a whole do not experience academic success comparable to that of Anglo pupils. Most differences between the mean reading comprehension stanines

TABLE 6

MEAN READING COMPREHENSION STANINE SCORES, BY ETHNICITY AND SELECTED VARIABLES

	Mexican-American			Anglo		
	$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Uncontrolled						
Junior High	3.53*	1.85	566	5.14	1.91	315
Senior High	4.34*	1.82	537	5.92	1.78	390
Socioeconomic Status						
Blue Collar						
Junior High	3.58*	1.78	433	4.90	1.88	167
Senior High	4.34*	1.78	409	5.57	1.79	209
White Collar						
Junior High	4.15*	2.11	79	5.53	1.84	137
Senior High	4.70*	1.90	92	6.43	1.58	168
Sex						
Male						
Blue Collar						
Junior High	3.54*	1.85	229	4.91	1.99	89
Senior High	4.42*	1.92	196	5.51	2.02	114
White Collar						
Junior High	4.14*	2.12	37	5.32	2.00	72
Senior High	4.64*	1.90	56	6.51	1.75	73
Female						
Blue Collar						
Junior High	3.62*	1.70	204	4.88	1.75	78
Senior High	4.27*	1.64	213	5.64	1.49	95
White Collar						
Junior High	4.17*	2.12	42	5.77	1.63	65
Senior High	4.78*	1.93	36	6.37	1.45	95
School Type						
Low SES-Segregated						
Blue Collar						
Junior High	3.24	1.72	292	4.80	2.17	5[†]
Senior High	4.28	1.73	257	4.82	.96	4[†]
White Collar						
Junior High	3.56	1.96	50	4.60	2.61	5[†]
Senior High	4.48	1.85	64	6.00	.00	1[†]
Medium SES-Integrated						
Blue Collar						
Junior High	4.25*	1.70	56	4.95	2.06	42
Senior High	4.36*	1.89	140	5.56	1.78	157
White Collar						
Junior High	5.50	1.77	8[†]	5.59	1.67	42
Senior High	4.81*	2.09	21	6.20	1.64	80

[*] $p < .05$ one-tailed t-test of significance for difference between Anglo and Mexican-American mean achievement. (Levels)

[†] Insufficient cases for statistical analysis.

of the two groups are statistically significant--even with controls for socioeconomic background and sex.[14]

This achievement differential is substantially reduced only when comparisons are made between Mexican-American and Anglo pupils in the medium socioeconomic status, integrated schools. Mexican-Americans in integrated schools at both school levels score higher than those in segregated schools; and there is no doubt that integrated junior high Mexican-American pupils have reading comprehension skills more like Anglos than do segregated Mexican-American pupils.[15]

The guiding hypotheses for this inquiry suggest that differential achievement can be explained in part by differences in the cultural background of the two ethnic subpopulations. More specifically, they can be explained by that part of the culture commonly termed "values." From previous studies which demonstrate the relationship between values and a variety of success measures, we know that the values most associated with the Anglo culture are most positive for achievement--at least for achievement by Anglo-Americans.[16]

The theme of this section is that the same values are also associated with achievement by Mexican-Americans. Achievement is defined here as academic mastery, since entrance into the arena of adult achievement is usually preceded by successful academic experiences.

For this analysis, the ethnic subpopulations are divided into classifications of "high" and "low" for each value orientation, and the mean reading comprehension stanine scores of the pupils in the two classifications are contrasted. Controls for socioeconomic status (blue collar and white collar) and school level (junior and senior high school) are employed in all comparisons. These data are presented for Mexican-American pupils in Tables 7a and 7b, and for Anglo pupils in Tables 8a and 8b.

The "Desirable": The orientations grouped under this function of values do not have uniform relations to achievement. Expected are the relationships of high Idealized School Goals and of the Instrumental Orientation to academic achievement--both positive for most categories of pupils. Expected also is the relationship of an orientation of Rational Resolution of Conflict--again positive for most categories of pupils (except senior high school white collar Mexican-Americans).

The Expressive Orientation, also posited to be supportive of achievement, tends to be positive for most Mexican-Americans from blue collar homes and negative for most from white collar homes. Moreover it is positive for the achievement of Anglo girls but is negative for the achievement of Anglo boys (Table 9).

The relationship between willingness to accept Interpersonal Responsibility and achievement of Anglo pupils

TABLE 7a

MEAN READING COMPREHENSION STANINE SCORES BY VALUE ORIENTATIONS FOR MEXICAN-AMERICAN PUPILS

Variables		Junior High School					
		High			Low		
The "Desirable"		$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Index of Idealized School Goals	BC	3.70	1.75	372	2.91*	1.79	58
	WC	4.24	2.18	59	3.90	1.89	20
Instrumental Orientation Scale	BC	3.66	1.77	317	3.39*	1.78	114
	WC	4.38	2.16	55	3.62	1.93	24
Expressive Orientation Scale	BC	3.61	1.80	382	3.54	1.70	99
	WC	4.14	2.19	62	4.18	1.84	17
Formal School Compliance Scale	BC	3.63	1.70	230	3.55	1.87	200
	WC	3.97	2.01	38	4.32	2.21	41
Rational Resolution of Conflict (item)	BC	3.98	1.78	190	3.26*	1.72	238
	WC	4.63	2.09	35	3.77*	2.07	44
Interpersonal Responsibility (item)	BC	3.58	1.85	202	3.60	1.72	226
	WC	4.08	2.29	39	4.22	1.94	40
The "Definition of the Situation"							
Index of Self-Esteem	BC	3.78	1.78	246	3.38*	1.75	180
	WC	4.23	2.16	39	4.15	2.05	39
Faith in Human Nature	BC	4.14	1.70	117	3.39*	1.77	312
	WC	4.56	1.77	35	3.91	2.33	44
Futuristic Orientation Scale	BC	3.92	1.91	89	3.50*	1.74	342
	WC	4.60	2.21	20	4.00	2.07	59
Scope and Intensity of Interpersonal Relations							
Independence from Peers Scale	BC	3.65	1.84	143	3.59	1.74	284
	WC	4.25	1.98	24	4.11	2.17	55
Independence from Family Authority Scale	BC	3.60	1.91	199	3.58	1.66	232
	WC	4.26	2.24	42	4.03	1.96	37
Concern for Family over Peer (item)	BC	3.57	1.72	275	3.77	1.90	134
	WC	4.26	2.14	50	4.09	1.92	22

*$p \leq .05$, one-tailed t-test of significance.

TABLE 7b

MEAN READING COMPREHENSION STANINE SCORES BY VALUE ORIENTATIONS FOR MEXICAN-AMERICAN PUPILS

Variables		Senior High School					
		High			Low		
The "Desirable"		$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Index of Idealized School Goals	BC	4.37	1.75	343	4.21	1.96	66
	WC	4.86	1.84	73	4.05*	2.07	19
Instrumental Orientation Scale	BC	4.38	1.76	315	4.23	1.85	94
	WC	4.66	1.90	74	4.94	1.95	18
Expressive Orientation Scale	BC	4.40	1.77	290	4.24	1.81	118
	WC	4.52	1.94	64	5.11	1.77	28
Formal School Compliance Scale	BC	4.35	1.86	183	4.34	1.72	226
	WC	4.63	1.84	43	4.76	1.89	49
Rational Resolution of Conflict (item)	BC	4.44	1.71	232	4.22	1.86	175
	WC	4.32	2.07	41	5.06	1.68	50
Interpersonal Responsibility (item)	BC	4.35	1.79	178	4.36	1.77	228
	WC	4.40	1.91	48	5.02	1.80	44
The "Definition of the Situation"							
Index of Self-Esteem	BC	4.26	1.73	226	4.46	1.82	182
	WC	4.48	2.05	48	4.93	1.72	44
Faith in Human Nature	BC	4.51	1.75	263	4.04*	1.80	146
	WC	4.95	1.81	56	4.31	2.00	36
Futuristic Orientation Scale	BC	4.66	1.91	151	4.16*	1.68	258
	WC	5.09	1.97	33	4.47*	1.84	59
Scope and Intensity of Interpersonal Relations							
Independence from Peers Scale	BC	4.46	1.69	142	4.30	1.82	266
	WC	5.15	1.70	27	4.51	1.96	65
Independence from Family Authority Scale	BC	4.49	1.82	251	4.14*	1.68	156
	WC	4.97	1.69	59	4.21*	2.18	33
Concern for Family over Peer (item)	BC	4.28	1.72	274	4.60	1.89	110
	WC	4.53	1.96	57	5.00	1.90	31

*$p \leq .05$, one-tailed t-test of significance.

TABLE 8a

MEAN READING COMPREHENSION STANINE SCORES BY VALUE ORIENTATIONS FOR ANGLO PUPILS

Variables		Junior High School					
		High			Low		
The "Desirable		$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Index of Idealized School Goals	BC	5.08	1.85	144	3.86*	1.58	22
	WC	5.59	1.84	115	5.33	1.82	21
Instrumental Orientation Scale	BC	5.02	1.81	127	4.52	2.06	40
	WC	5.62	1.75	92	5.41	2.00	44
Expressive Orientation Scale	BC	4.82	1.80	113	5.06	2.03	54
	WC	5.48	1.83	93	5.70	1.85	43
Formal School Compliance Scale	BC	4.67	1.89	84	5.18**	1.80	82
	WC	5.75	1.94	57	5.44	1.74	78
Rational Resolution of Conflict (item)	BC	5.35	1.68	83	4.51*	1.97	80
	WC	5.58	1.70	83	5.47	2.01	51
Interpersonal Responsibility (item)	BC	5.06	1.94	79	4.80	1.72	85
	WC	5.76	1.85	72	5.39	1.78	62
The "Definition of the Situation"							
Index of Self-Esteem	BC	4.67	1.64	90	5.19	2.04	75
	WC	5.64	2.07	79	5.42	1.45	57
Faith in Human Nature	BC	5.27	1.71	94	4.47*	1.96	72
	WC	5.61	1.87	75	5.48	1.80	61
Futuristic Orientation Scale	BC	5.56	1.82	63	4.54*	1.79	102
	WC	6.17	1.45	60	5.09*	1.96	75
Scope and Intensity of Interpersonal Relations							
Independence from Peers Scale	BC	4.72	2.03	61	5.05	1.75	104
	WC	5.65	1.79	46	5.55	1.81	89
Independence from Family Authority Scale	BC	5.11	1.82	105	4.60*	1.91	60
	WC	5.62	1.88	88	5.47	1.73	47
Concern for Family over Peer (item)	BC	5.08	1.79	88	4.88	1.81	66
	WC	5.73	1.86	78	5.39	1.77	49

$^{*}p \leq .05$, one-tailed t-test of significance.

$^{*}p \leq .05$, two-tailed t-test of significance.

TABLE 8b

MEAN READING COMPREHENSION STANINE SCORES BY VALUE ORIENTATIONS FOR ANGLO PUPILS

Variables		Senior High School					
		High			Low		
The "Desirable"		$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Index of Idealized School Goals	BC	5.65	1.79	180	5.07*	1.77	29
	WC	6.40	1.62	132	6.49	1.48	35
Instrumental Orientation Scale	BC	5.54	1.88	164	5.69	1.44	45
	WC	6.47	1.58	127	6.29	1.62	41
Expressive Orientation Scale	BC	5.56	1.69	146	5.59	2.03	63
	WC	6.39	1.42	102	6.48	1.82	66
Formal School Compliance Scale	BC	5.45	1.79	88	5.65	1.80	121
	WC	6.49	1.62	63	6.39	1.57	105
Rational Resolution of Conflict (item)	BC	5.70	1.72	121	5.39	1.88	88
	WC	6.49	1.56	104	6.33	1.63	64
Interpersonal Responsibility (item)	BC	5.77	1.74	104	5.37*	1.84	105
	WC	6.71	1.52	99	6.00*	1.59	68
The "Definition of the Situation"							
Index of Self-Esteem	BC	5.59	1.78	120	5.54	1.83	89
	WC	6.74	1.47	103	5.95*	1.66	64
Faith in Human Nature	BC	5.70	1.77	142	5.28	1.82	67
	WC	6.47	1.54	106	6.35	1.66	62
Futuristic Orientation Scale	BC	6.04	1.64	114	5.00*	1.81	95
	WC	6.62	1.36	117	5.98*	1.95	51
Scope and Intensity of Interpersonal Relations							
Independence from Peers Scale	BC	5.74	1.91	58	5.50	1.75	151
	WC	6.38	1.69	65	6.46	1.52	103
Independence from Family Authority Scale	BC	5.58	1.79	158	5.47	1.78	49
	WC	6.51	1.59	123	6.16	1.55	44
Concern for Family over Peer (item)	BC	5.46	1.85	107	5.71	1.71	95
	WC	6.29	1.74	85	6.50	1.40	76

$^{*}p \leq .05$, one-tailed t-test of significance.

TABLE 9

MEAN READING COMPREHENSION STANINE SCORES BY SELECTED VALUE ORIENTATIONS AND SEX

Mexican-American

Variable		Girls						Boys					
		High			Low			High			Low		
		$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Junior High													
Expressive Orientation Scale	BC	3.68	1.67	158	3.47	1.75	45	3.53	1.91	174	3.59	1.68	54
	WC	4.06	2.17	34	4.62	1.92	8	4.25	2.24	28	3.78	1.79	9
Index of Self-Esteem	BC	3.89	1.77	109	3.37*	1.55	92	3.69	1.79	137	3.40	1.94	88
	WC	3.90	2.24	20	4.57	1.91	21	4.58	2.06	19	3.67	2.14	18
Concern for Family over Peer	BC	3.39	1.56	126	4.09*	1.85	70	3.72	1.83	149	3.42	1.92	64
	WC	4.11	2.15	27	4.55	1.97	11	4.43	2.17	23	3.64	1.86	11
Senior High													
Expressive Orientation Scale	BC	4.24	1.62	123	4.04	1.72	47	4.34	1.81	101	4.23	2.02	47
	WC	4.65	2.13	26	5.10	1.29	10	4.42	1.82	38	5.11	2.03	18
Index of Self-Esteem	BC	4.15	1.48	88	4.23	1.81	82	4.25	1.86	85	4.44	1.87	62
	WC	4.62	1.93	16	4.90	1.97	20	4.41	2.14	32	4.96	1.52	24
Concern for Family over Peer	BC	4.14	1.61	121	4.38	1.66	45	4.08	1.84	96	5.17*	1.90	35
	WC	4.57	1.99	21	5.15	1.99	13	4.50	1.98	36	4.89	1.88	18

*$p \leq .05$, one-tailed t-test of significance.

TABLE 9 continued

MEAN READING COMPREHENSION STANINE SCORES BY SELECTED VALUE ORIENTATIONS AND SEX

Variable		Girls						Boys					
		High			Low			High			Low		
		$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n	$\bar{x}$	s. d.	n
Anglo Junior High													
Expressive Orientation Scale	BC	4.98	1.69	56	4.64	1.92	22	4.67	1.91	57	5.34	2.09	32
	WC	5.86	1.60	43	5.59	1.71	22	5.16	1.97	50	5.81	2.02	21
Index of Self-Esteem	BC	4.76	1.53	41	5.14	1.88	36	4.59	1.74	49	5.23	2.21	39
	WC	6.11	1.83	36	5.34*	1.23	29	5.26	2.19	43	5.50	1.67	28
Concern for Family over Peer	BC	4.92	1.68	36	4.89	1.70	37	5.19	1.87	52	4.86	1.98	29
	WC	6.08	1.49	39	5.36*	1.75	25	5.38	2.14	39	5.42	1.82	24
Senior High													
Expressive Orientation Scale	BC	5.70	1.45	69	5.50	1.61	26	5.44	1.88	77	5.65	2.30	37
	WC	6.43	1.42	60	6.26	1.52	35	6.33	1.44	42	6.74	2.10	31
Index of Self-Esteem	BC	5.79	1.63	56	5.44	1.25	39	5.42	1.89	64	5.62	2.18	50
	WC	6.57	1.37	54	6.12	1.54	40	6.92	1.57	49	5.67*	1.83	24
Concern for Family over Peer	BC	5.61	1.44	51	5.64	1.57	42	5.32	2.16	56	5.75	1.82	53
	WC	6.12	1.64	49	6.60	1.16	43	6.53	1.86	36	6.36	1.67	33

*$p \leq .05$, one-tailed t-test of significance.

is positive but tends to be negative for achievement of Mexican-American pupils. There is no apparent relationship between Formal School Compliance and achievement.

The "Definition of the Situation": Faith in Human Nature and Futuristic Orientation--two variables which reflect an optimistic outlook--are strongly related to academic success. These value orientations are positive for the achievement of all subpopulations.

The third variable in this cluster, the Index of Self-Esteem, stands in a more complicated relationship to achievement. Not only does it show the opposite effect between Mexican-American and Anglo pupils, but the effect differs between junior and senior high school levels. At the ninth grade level high Self-Esteem is related to high stanine scores for most Mexican-American pupils except white collar girls and is related to low stanine scores for most Anglo pupils except white collar girls (Table 9). By contrast, at twelfth grade level, high Self-Esteem is related to low scores for the Mexican-Americans and high scores for the Anglos.

Interpersonal Relations: A positive relationship exists between achievement and an orientation of autonomy in interpersonal relations in that most pupils who are high on the Independence from Peers and the Independence from Family Authority measures are also high on the measure of academic success.

One exception is white collar Anglo pupils, for whom greater Independence from Peers is associated with lower achievement.

Greater concern over the disapproval of the family than over the disapproval of the best friend tends to have a positive association with achievement at the junior high level and a negative association at the senior high level. This finding does not hold for junior high school Mexican-American girls, for whom greater concern over family disapproval is negatively related to achievement.

SUMMARY AND DISCUSSION

The data obtained from Los Angeles secondary school pupils in this inquiry into comparative values and achievements of Mexican-Americans and Anglos largely support the original hypotheses pertaining to the distribution of value orientations:

1. There are substantial differences in some special value orientations between Mexican-American and Anglo pupils from similar socioeconomic backgrounds (Table 10);
2. Mexican-American pupils from families of high socioeconomic status are more similar to Anglo pupils in these value orientations than are Mexican-American pupils from families of lower socioeconomic status (Table 10);
3. These differences in value orientations diminish from the ninth to the twelfth grade levels (Table 10);
4. Mexican-American pupils in integrated schools have value orientations which are more similar to those of Anglos than have Mexican-American pupils in other schools (Table 5).

In addition there are fewer differences in value orientations between Anglo boys and girls than there are between Mexican-American boys and girls (Table 11), with the value orientations of Mexican-American boys more similar to those of Anglos than those of Mexican-American girls (Tables 2, 3, and 4).

TABLE 10

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN VALUE ORIENTATIONS BETWEEN MEXICAN-AMERICAN AND ANGLO PUPILS

Variables		Junior High	Senior High	Page Reference
The "Desirable"				
Index of Idealized School Goals	BC			
	WC			
Instrumental Orientation Scale	BC			
	WC			
Expressive Orientation Scale	BC	X*		14
	WC			
Formal School Compliance Scale	BC			
	WC			
Rational Resolution of Conflict (item)	BC	X		14
	WC	X	X	14
Interpersonal Responsibility (item)	BC			
	WC			
The "Definition of the Situation"				
Index of Self-Esteem	BC			
	WC			
Faith in Human Nature	BC	X		18
	WC			
Futuristic Orientation Scale	BC	X	X	18
	WC	X	X	18
Scope and Intensity of Interpersonal Relations				
Independence from Peers Scale	BC			
	WC			
Independence from Family Authority Scale	BC	X	X	20
	WC	X	X	20
Concern for Family over Peer (item)	BC	X	X	20
	WC	X	X	20

*$p \leq .05$ chi square test of significance. Non-significant relationships which support these findings are incorporated into the interpretation of the data. See Tables 2, 3, and 4.

TABLE 11

SUMMARY OF STATISTICALLY SIGNIFICANT DIFFERENCES IN VALUE ORIENTATIONS BETWEEN BOYS AND GIRLS

Variables		Junior High		Senior High		Page Reference
The "Desirable"		M-A	Anglo	M-A	Anglo	
Index of Idealized School Goals	BC					
	WC			X*		14
Instrumental Orientation Scale	BC					
	WC					
Expressive Orientation Scale	BC		X	X		14
	WC					
Formal School Compliance Scale	BC		X			14
	WC					
Rational Resolution of Conflict (item)	BC	X	X	X	X	14
	WC	X	X	X		14
Interpersonal Responsibility (item)	BC		X	X		14
	WC					
The "Definition of the Situation"						
Index of Self-Esteem	BC			X		18
	WC					
Faith in Human Nature	BC					
	WC					
Futuristic Orientation Scale	BC					
	WC					
Scope and Intensity of Interpersonal Relations						
Independence from Peers Scale	BC					
	WC					
Independence from Family Authority Scale	BC					
	WC			X		20
Concern for Family over Peer (item)	BC					
	WC					

*$p \leq .05$ chi square test of significance. Non-significant relationships which support these findings are incorporated into the interpretation of the data. See Tables 2, 3, and 4.

There are, however, significant and unexpected commonalities. Thus, regardless of the subpopulation, over 80 percent of all pupils have high idealized school goals, and about 75 percent of all pupils believe their own school attendance leads to the attainment of these goals. Pupils from both ethnic backgrounds are well aware of the potential functions of education. Both groups have equally signified that they hold these functions as their goals.

Furthermore, there is a larger proportion of blue collar than white collar pupils--regardless of ethnicity--holding high goals from school attendance. The poignancy of the findings is inescapable. Of the pupils who desire the most from school, many have little or no alternative resources aside from those provided by school.

The data also support the underlying assumption of this inquiry: that value orientations are related to academic achievement. To a lesser extent they support the original hypothesis that value orientations most positive for academic achievement are those most associated with the Anglo social structure (Table 12).

The following value orientations are associated with academic achievement for most categories of pupils: high Idealized School Goals, Instrumental Orientation, Rational Resolution of Conflict, Faith in Human Nature, Futuristic Orientation, Independence from Peers and Independence from Family Authority.

TABLE 12

SUMMARY OF STATISTICALLY SIGNIFICANT RELATIONSHIPS BETWEEN VALUE ORIENTATIONS AND READING COMPREHENSION STANINE SCORES

Variables		Junior High		Senior High		Page Reference
The "Desirable"		M-A	Anglo	M-A	Anglo	
Index of Idealized School Goals	BC	X*	X		X	33, 32, 33
	WC			X		31
Instrumental Orientation Scale	BC	X				30
	WC					
Expressive Orientation Scale	BC					
	WC					
Formal School Compliance Scale	BC		X*			32
	WC					
Rational Resolution of Conflict (item)	BC	X	X			30, 32
	WC	X				30
Interpersonal Responsibility (item)	BC				X	33
	WC				X	33
The "Definition of the Situation"						
Index of Self-Esteem	BC	X				30
	WC				X	33
Faith in Human Nature	BC	X	X	X		30, 32, 31
	WC					
Futuristic Orientation Scale	BC	X	X	X	X	30, 32, 31, 33
	WC		X	X	X	32, 31, 33
Scope and Intensity of Interpersonal Relations						
Independence from Peers Scale	BC					
	WC					
Independence from Family Authority Scale	BC		X	X		32, 31
	WC			X		31
Concern for Family over Peer (item)	BC					
	WC					

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*Reported relationships are significant at the .05 level. Statistical significance is based on the t-value of the difference in mean achievement between pupils who are high and pupils who are low on each value orientation variable. Non-significant relationships which support these findings are incorporated into the interpretation of the data. See Tables 7a, 7b, 8a, and 8b for complete data.

**Negative relationship, two-tailed test.

Value orientations which stand in a different relationship to achievement for the two ethnic groups are willingness to accept Interpersonal Responsibility and Self-Esteem. Interpersonal Responsibility is positive for school achievement of Anglo pupils but is negative for school achievement of Mexican-American pupils. Self-Esteem is also positive at the Senior high level for Anglo achievement and negative for Mexican-American achievement; but the relationship is reversed at the junior high level, where Self-Esteem is positive for Mexican-American achievement and negative for Anglo achievement.

Two orientations relating differently to the achievement of boys and of girls are the Expressive Orientation and greater Concern for Family than for Peer disapproval. The Expressive Orientation is positive for achievement of Anglo girls but negative for achievement of Anglo boys. It is also positive for the achievement of most Mexican-American pupils from blue collar homes but negative for the achievement of most pupils from white collar homes.

Concern for family disapproval is affected by pupil age as well as by pupil sex. At the junior high level it is negative for achievement of Mexican-American girls but positive for the achievement of most other ninth grade pupils. At the senior high level it is negative for all pupils regardless of ethnicity or sex.

The remainder of the report discusses three separate aspects of the findings of the study. One is the anticipated differences between ethnic groups where special attention is given to the Independence from Family measure and the "definition of the situation" variables because (a) their relationship to academic success is clearly demonstrated, and (b) their distributions within the Mexican-American sample are of particular importance. The second aspect concerns the value differences between the Mexican-American boys and girls, the possible origins of these differences, and the implication of these differences for participation in the larger society. The last subject discussed is the social context of the school and its effects on Mexican-American pupils--a topic of current and long-range importance.

The value differences observed between Mexican-American and Anglo pupils are largely those to which the literature comparing the two social structures is addressed. Larger proportions of Mexican-American than Anglo pupils accept wide-scope family authority, view their fellow man with caution, view their own destiny with resignation, and are expressively oriented--even toward instrumental activity within the school. In addition, fewer Mexican-American than Anglo pupils strongly oppose physical resolution of conflict, and fewer like interpersonal responsibility. Only the last of these value orientations is associated with high academic achievement for Mexican-American pupils. Orientation toward family is the most obvious of these value differences. Both on the Independence from Family Authority Scale and on responses to the question "Whose disapproval would be hardest to take?" more Mexican-Americans than Anglos indicate a desire for parental guidance and approval. In addition, at the junior high level more Mexican-American pupils from blue collar than from white collar homes express dependence on family authority.

Mexican-Americans are also lower on two "definition of the situation" variables which are concerned with optimism about the general social order and the extent of shared expectations and understandings within it. These variables are Futuristic Orientation, which reflects the feasibility of exerting control over the environment and provides motivation for goal-oriented activity and Faith in Human Nature, which reflects generalized confidence in mankind and supports effective interpersonal relations in the affectively neutral, universalistic society. The scales measuring these concepts show wide gaps between values of blue collar Mexican-American and Anglo pupils at the junior high level. However, as opportunity for acquisition of Anglo orientations becomes available, these gaps are bridged. In varying measure, therefore, the socioeconomic status of the Mexican-American family, the number of years the Mexican-American child spends in secondary school, and the ethnic composition of the school contribute to a more favorable "definition of the situation"--a definition in accord with participation in the larger social structure.

Reports that minority children compare themselves unfavorably with children from the Anglo structure imply that more Anglo than Mexican-American pupils have high Self-Esteem, the third of the "definition of the situation" variables. This implication was not wholly supported by the data, however, largely because the expectations of the child, as they reflect the aspirations and support of his family, had not been taken into account. In view of the fact that family expectations and reactions contribute heavily to one's Self-Esteem, the Self-Esteem of pupils can be very high in families where approval is given ascriptively without regard to performance. If, as is frequently asserted, unconditional love is more common among Mexican-American than Anglo families, and more common among lower than higher socioeconomic families regardless of ethnicity, the data support the interpretation in that the Self-Esteem of all blue collar pupils is similar but the Self-Esteem of white collar Mexican-American pupils is lower than that of comparable Anglos.

A further interpretation is that the Self-Esteem of Mexican-American children decreases as awareness of their minority status increases. This is supported by the findings that (a) the Self-Esteem of Mexican-American senior high school pupils is lower than that of Anglos, especially in comparison with the younger, more naive junior high school pupils whose level of Self-Esteem is similar to that of Anglos, and that (b) the Mexican-American senior high school pupils with high academic achievement have lower Self-Esteem than their less able peers. In contrast, Anglo children become more self-assured as their awareness of the environment grows. For most Anglo pupils (except blue collar boys who encounter problems similar to those encountered by ethnic minorities) Self-Esteem is higher at the senior high school level and is associated with high academic achievement.

Comparisons of the two ethnic groups by sex show greater differentiation within the Mexican-American than within the Anglo subpopulations, with the values of Mexican-American boys being more similar to those of Anglos than those of Mexican-American girls. There is an exception however, at the junior high school level where Mexican American boys who are more concerned with parental approval and girls who are more concerned with peer approval have higher achievement. Otherwise the relationship between values and achievement is generally the same for boys and girls. At the senior high level all Mexican-American pupils showing greater concern for peer approval have higher academic achievement.

Differences between boys and girls in value orientations are attributed to the sex-role distinctions and consequent differential treatment of children that are traditional in the Mexican-American structure. In many Mexican-American families the male is superordinate to the female; he is the sole financial support of the family and is relatively autonmous from the internal requirements of home management. The fact that boys receive more particularistic attention than girls is reflected in their high Self-Esteem. That more boys than girls are allowed wider scope for personal decisions is reflected in their willingness to accept interpersonal responsibility as well as in their autonomy from peers and parents. Finally, that more boys than girls are granted physical mobility is reflected in junior high school boys by their acquisition of the Anglo white collar values of Faith in Human Nature and Futuristic Orientation.

Awareness of the relationship between schooling and the ability of the Mexican-American male to fulfill his cultural obligation of supporting his family also leads many Mexican-American parents to encourage their sons (but not their daughters) to complete public education. Sex-linked emphasis by parents on the importance of education may be responsible, then, for differences which appear between white collar pupils after the legal school-leaving age, inasmuch as selective factors operate in determining the girls who remain in school.

The first of these observed sex-related differences is that white collar Mexican-American girls increase their orientation toward the formal school between the ninth and twelfth grades to the point that more of them than Mexican-American high school boys hold high idealized goals. Second, a larger proportion of these girls than other Mexican-Americans express independence from their families; in this measure, they are similar to Anglo pupils. Third, more of these girls than pupils from other subpopulations express dependence upon peers.

One other difference between white collar Mexican-American girls and boys is the greater orientation of boys toward the institutional authority of the school. The item on the Formal School Compliance Scale accounting for most of this difference treats the uncritical acceptance of teacher authority. Although appearing curious at first, this orientation toward teacher authority is consistent with the finding that more boys than girls are also oriented toward the institutional authority of the family. The lower compliance scores for white collar Mexican-American girls can be explained in one part by their great attachment to peers (with which two of the compliance measures conflict) and in another part by their over-reaction to the rigid parental controls to which they have been subjected. It should be noted that Mexican-American boys have less reason to declare themselves independent from the family since family authority does not impinge as heavily upon them; unlike girls, their greater concern for parental than for peer approval is actually positive for ninth grade achievement.

The best explanation of the changes in the orientations of white collar Mexican-American girls between the school-levels is that white collar girls whose values are inconsistent with those of the larger society drop out of school; conversely, the remaining girls have values which are congruent on the one hand, with those of the larger society, and incongruent on the other, with at least some of the Mexican-American social structure.[17] The responses of twelfth grade Mexican-American girls indicate that many have substituted dependence on peers for dependence on family, and that the typically high goals of school attendance of all pupils are even higher for this group. Inasmuch as it is characteristic of upwardly mobile groups to look to peers and school to facilitate the transition into the larger society, the changes exhibited by these white collar girls are predictable.

Mention also should be made of the ninth grade blue collar Mexican-American girls whose value orientations stand in dramatic contrast to those of twelfth grade white collar girls. Close to half of the younger girls leave school before graduation and presumably have little further contact with Anglo institutions where they might acquire Anglo orientations.[18] Of special note are the orientations for two "definition of the situation" variables which consistently distinguish the traditional Mexican-American and the Anglo subcultures. Only one-fourth of the girls express Faith in Human Nature, and a still smaller proportion express Futuristic Orientation.

When the sensitive role of the blue collar girls in transmitting values to the next generation is appreciated, the low participation in the larger society by many Mexican-Americans also becomes understandable. The greater acculturation opportunities afforded boys by further schooling and occupational and community contacts do not greatly affect the socialization of their children, since fathers do not usually take continuing part in the daily events of child-rearing.

Despite her years of compulsory school attendance in the Anglo institution, the blue collar Mexican-American mother is the perpetuator of the traditional Mexican-American culture; as such she is the transmitter of some value orientations which are incongruent with achievement in the United States.

The ethnic composition of the school affects both the value orientations and the academic achievement of the pupils enrolled within it. A number of factors, all of which relate to contact with the values of the larger structure, modify the traditional values of the Mexican-American structure. These data support the generalizations that more Mexican-American boys than girls (because of their relative autonomy), more white collar pupils than blue collar pupils (because of Anglo orientations which parents bring into the home), and more senior high than junior high pupils (because of longer contact in the Anglo oriented school) have orientations which are similar to those of Anglo pupils. A final observation which supports the view that change results from contact with other values is the effect of the social composition of the school on the value orientations of the pupils enrolled. The impact of the school's social context is greatest in ninth grade where value orientations are relatively malleable. Not only do more Mexican-American pupils in integrated than in segregated junior high schools hold the Anglo values that define success as feasible--Faith in Human Nature and Futuristic Orientation--but more of them demonstrate academic mastery.

In the twelfth grade the impact of school context is partially masked by the change in the sample due to the high rate of school-leaving among blue collar Mexican-American pupils. For white collar pupils, however, it is apparent that the school context makes an impact on the evaluation of "self" and on the orientation toward the future; both of these values are more positive in the integrated school.

In conclusion, from this analysis it is evident that value orientations are related to academic success and that subpopulations tend to have dissimilar value orientations. It is also evident that the orientations most related to success are those associated with the Anglo social structure.

Achievement in the context of education appears to require, at a minimum, the following orientations toward school-related activity: (a) personal congruence with the goals toward which the school tasks are directed (indicated in this study by high scores on the Index of Idealized School Goals); (b) rational orientation toward goal attainment (indicated here by low scores on the Expressive Scale and strong disapproval of resolution of conflict by force); (c) a generalized confidence in mankind which allows for effective interpersonal relations in the institutional climate of the school (indicated in this study by high scores on the Faith in Human Nature Scale); and (d) an optimistic definition of the general life situation which includes the view that goals can be attained through personal activity (indicated here by high scores on the Futuristic Orientation Scale).

The achieving Mexican-American differs from the achieving Anglo chiefly in his orientation to authority, that is, in his own reluctance to exercise control over others and in his independence from parental control. The dominant cultural values of the Mexican-Americans do not include some orientations which are highly related to achievement, such as an optimistic orientation toward the future, a generalized confidence in mankind, and a nonrational orientation to activity. Therefore, by moving away from the strong influence of the family, which in itself is a dominant Mexican-American characteristic, the pupil frees himself of the cultural ties which may inhibit his achievement. Moreover, with independence from family authority, the pupil is emotionally free to change his major reference group and acquire new values and behaviors. Greater concern over peer than over adult disapproval in academically successful Mexican-Americans supports the contention that the upwardly mobile pupil is looking to different standards in setting his goals and selecting his activities. Although acculturation and social mobility are usually painful processes for the family of origin, there are no ready alternatives to some form of cultural adaptation to the larger society.

One can conclude from this analysis that as opportunities are presented to Mexican-American youth for some acculturation of Anglo values, so are opportunities presented for greater educational achievement. While the deliberate modification of value orientation through indoctrination is and should be beyond the ken of any public educational system, such modification which occurs through normal social processes is not.

With the firm conviction that some form of cultural adaptation to the larger society by Mexican-American youngsters is necessary if the already apparent grim consequences of educational failure are to be avoided, this study recommends that educational systems make a formal effort to structure the social context of education so that achievement values which may not be derived from the home can be developed at school, through informal social processes. Through deliberate encouragement and through manipulation of attendance boundaries, school officials must be permitted and, indeed, required to develop school environments which are most positive for academic achievement and for values which support it.

FOOTNOTES

[1] "Value orientations" refers to the emotional as opposed to the rational outlook of a pupil. Other terms used in the same general context are: affectivity orientations, attitudes, beliefs, dispositions, feelings, and personality characteristics. Each involves the sentiment or the affective processes more than the cognitive processes.

[2] Talcott Parsons, The Social System (Glencoe: The Free Press, 1951); Florence Kluckhohn and Fred L. Strodtbeck, Variation In Value Orientations (Evanston: Row Peterson, 1961).

[3] Parsons, pp. 182-199.

[4] Parsons, pp. 198-199.

[5] Kluckhohn and Strodtbeck, p. 355.

[6] This view of development has gained currency in recent years. For early statements of the position see Charles Horton Cooley, Social Organization: A Study of the Larger Mind (New York: Schocken Books, 1962); George Herbert Mead, Mind Self and Society (Chicago: University of Chicago Press, 1934); Harry Stack Sullivan, Interpersonal Theory of Psychiatry (New York: W. W. Norton, 1953).

[7] Celia S. Heller, Mexican-American Youth: Forgotten Youth at the Crossroads (New York: Random House, 1966), p. 4; see also California State Department of Industrial Relations, Californians of Spanish Surname (San Francisco, 1964), which also indicates that this ethnic group is relatively homogeneous.

[8] Marcia Meeker, Background for Planning (Los Angeles: Welfare Planning Council, 1964), p. 60.

[9] Fernando Peñalosa and Edward C. McDonagh, "A Socioeconomic Class Typology of Mexican-Americans," Sociological Inquiry, XXVI (Winter, 1966), 29.

[10] Orvil G. Brim, "College Grades and Self-Estimates of Intelligence, *Journal of Educational Psychology*, XLV (December, 1954). Wilbur B. Brookover, Ann Paterson, and Shailer Thomas, "Self-Concept of Ability and Academic Achievement in Junior High School Students" (Research Report), (East Lansing: Michigan State University, 1962); James S. Coleman, *et al*., *Equality of Educational Opportunity* (Washington, D. C.: U. S. Department of Health, Education, and Welfare, 1966); Lois J. Gill and Bernard Spilka, "Some Non-Intellectual Correlates of Academic Achievement Among Mexican-American Secondary School Students," *Journal of Educational Psychology*, LIII (June, 1962); Joseph A. Kahl, "Educational and Occupational Aspirations of 'Common Man' Boys," *Harvard Educational Review*, XXIII (Summer, 1953); Bernard Rosen, "The Achievement Syndrome: A Psychocultural Dimension of Social Stratification," *American Sociological Review* XXI (April, 1956); Morris Rosenberg, *Society and the Adolescent Self-Image* (Princeton: Princeton University Press, 1965); Melvin Seeman, "Alienation and Social Learning in a Reformatory," *American Journal of Sociology*, LXIX (November, 1963); Melvin Seeman and John W. Evans, "Alienation and Learning in a Hospital Setting," *American Sociological Review*, XXVII (December, 1962); Murray A. Straus, "Deferred Gratification, Social Class, and the Achievement Syndrome," *American Sociological Review*, XXVII (June, 1962); Fred L. Strodtbeck, "Family Integration, Values, and Achievement." See D. McClelland (Ed.), *Talent and Society* (Princeton: Van Nostrand, 1958); "Children and their Primary Schools," Report of the Central Advisory Council for Education (London: Her Majesty's Stationery Office, 1967).

[11] For a summary of sampling procedures and the distribution of the sample by grade-level, ethnicity, and socioeconomic status, see Appendix A. For a more detailed discussion, see Schwartz, "Affectivity Orientations and Academic Achievement of Mexican-American Youth," Doctoral Dissertation, University of California, Los Angeles, University Microfilm, Ann Arbor, Michigan, 1967, Chapter 2.

[12] Multiple questions are used as indicators whereever possible in order to eliminate low validity from idiosyncratic interpretations by respondents to single items. The Guttman Scalogram technique which reveals both the number and the actual scale items endorsed is employed by seven of the variables. Three other variables with coefficients of reproducibility below the accepted .89 level are retained in index form. See Appendix B for further discussion of these measures and Appendix C for scale and index items.

[13] The stanine scale ranges from a low of one to a high of nine. The mean is set at five and the standard deviation is two. Stanine scores are equally spaced steps on the achievement scale and should not be confused with percentiles which are equal proportions of the population. The analysis of value orientations on academic achievement was also completed with mathematics achievement scores and with school grades as dependent variables. The relationships between value orientations and the several measures of achievement are similar. For details see Schwartz, *op. cit*.

[14] Studies which compare academic achievement of Mexican-American pupils to Anglo pupils consistently show the achievement of Mexican-Americans to be lower. For the most recent documentation see Coleman, *et al*. pp. 221-251. Moreover, the United States Census reports that Californians of Spanish surname complete fewer years of formal education than any other identifiable subpopulation in that state. The median number of school years completed for subpopulations over 25 in California is 8.6 for persons of Spanish surname, 12.1 for Anglos, and 10.5 for nonwhites. See U. S. Bureau of the Census, *United States Census of Population, 1960*, State Volumes.

[15] The samples were contrasted on a number of variables in order to determine whether factors other than school type differentiated the two junior high school Mexican-American samples, and thereby accounted for differential achievement. Of the variables, father's occupational status, mother's education, father's education, language spoken at home, language of friends, acquaintance with college graduates, length of time in Los Angeles, parents'

educational aspirations for the pupil, presence of father in the home, and number of siblings--only the last two showed significant differences between the two groups. Although a higher proportion of fathers live with children enrolled in integrated schools and these children report that they have more siblings, the two factors are not responsible for the differential achievement. See C. Wayne Gordon, *et al.*, *Educational Achievement and Aspirations of Mexican-American Youth in a Metropolitan Context* (Los Angeles: Center for the Study of Evaluation, University of California, 1968), pp. 70-73.

[16] See footnote 10, above.

[17] From the decrease in proportion of white collar girls to boys in senior high we know that more girls leave school before completion. Girls comprise forty-one percent of the senior high white collar sample as opposed to 48 percent of the junior high Mexican-American sample; the proportions of Mexican-American blue collar boys and girls, however, are similar at the two school-levels.

[18] The highest school-leaving rate in the Los Angeles district occurs in predominantly Mexican-American schools which graduate only 46 to 53 percent of their entering students. See Report of The California State Advisory Committee to the U. S. Commission on Civil Rights, "Education and the Mexican-American Community in Los Angeles County," April, 1968, p. 3.

APPENDIX A

The Sample

The sample for this inquiry included equal proportions of Mexican-American and Anglo pupils enrolled in schools of the Los Angeles Metropolitan School District. The selection of schools took into account the socioeconomic status and the ethnic composition of their student population as well as their geographical location. Much of this information was supplied by materials based on the 1960 census dealing with the ethnic density and the socioeconomic status of the census tracts serviced by each of the District's 560 school units.[1] District personnel--most notably those in the Office of Urban Affairs--supplied additional information about recent changes in student body composition.

Thirteen secondary schools and ten elementary schools were chosen deliberately as sampling units. Non-probability selection techniques were preferred over random techniques for several important reasons:

1. Random sampling throughout the District would have included schools in which few Mexican-American pupils are enrolled, thereby loading the sample with a disproportionate number of Anglo pupils.

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[1] Eshrif Shevky and Wendell Bell, Social Area Analysis (Stanford: Stanford University Press, 1955) contains the social rank index employed as a measure of school socioeconomic status; Vincent I. Correll, Jr., "Effect of School District Size upon Public Interest in Schools." (unpublished Ed. D. Dissertation, Graduate School of Education, University of California, Los Angeles, 1963) contains the social rank index of each census tract. For a more detailed description of sample selection, see Schwartz, *op. cit.*

2. The District requested that as few school units as possible be sampled and that the total number of pupils surveyed be restricted to 4,500. To gain access to pupils enrolled in schools with the desired socioeconomic status and ethnic densities, school units would have to be selected with care.

3. Analytic advantages can be derived from choosing elementary, junior, and senior high schools from the same geographic areas of the District.

The social rank and the ethnic density of the selected secondary schools are presented in Table A-1.

The method of identifying the pupil sample from the sixth, ninth, and twelfth grade classes within the school units was strongly influenced by District policy. The following conditions were stipulated: (a) questionnaires are to be administered to entire classrooms of pupils rather than to randomly selected individuals, (b) data collection in any one school is to be completed in a single day, and no provisions are to be made for a later survey of pupils absent on that day, and (c) signed parental consent forms are to be received from pupils prior to the administration of questionnaires and the collection of data from cumulative record files.

The classes in which questionnaires were administered had been chosen randomly from mandatory State or District courses. As a result, each pupil at the desired grade level had an equal chance to be represented in the sample.

TABLE A-1

SAMPLE SECONDARY SCHOOLS BY SOCIAL CONTEXT WITH SOCIOECONOMIC STATUS AND ETHNIC DATA

School Type	Shevky-Bell School Social Rank	Mean SES Level of School Sample	Socioeconomic Rank Order of Sample	Percent Anglo School Census	Percent Anglo Rank Order of Sample	% Spanish Surname Rank Order of Sample
JUNIOR HIGH						
Low Ethnic, High SES						
A	18.1	2.47	2	63	1	7.5
B	10.4	2.48	1	56	2	6
C	10.4	2.27	3	53	3	5
Medium Ethnic, Medium SES						
D	8.9	2.23	4	35	5	7.5
E	8.4	2.15	5	32	4	4
High Ethnic, Low SES						
F	5.5	1.84	6	4	6	3
G	5.0	1.66	8	4	7	2
H	2.8	1.73	7	1	8	1
SENIOR HIGH						
Low Ethnic, High SES						
M	18.5	3.23	1	65	1	5
Medium Ethnic, Medium SES						
N	11.4	2.05	3	47	2	4
O	11.3	2.03	4	34	3	3
High Ethnic, Low SES						
P	8.7	2.06	2	3	4	2
Q	5.4	1.67	5	5	5	1

In anticipation of sample loss through pupil absence and through lack of parental consent, additional classes were added to the sample. Data collection was most successful in the sixth grade where the return rate was 82 percent. By comparison, the rates were 71 percent at the ninth grade level and 59 percent at the twelfth grade level. There was also considerable variation in the rates of different schools, especially among the high schools.

From field observations it seems fair to conclude that return rates stem primarily from the amount of effort expended by principals and teachers in asking pupils to have their parents sign the consent forms. Among the high schools, and to a lesser extent, among the elementary schools, there is a relation between the size of the school and the return rates--the bigger the school, the lower the rate. This situation points to difficulties of administrative coordination at the larger schools. Also, individual teachers differed in the extent to which they stressed the return of parental consent forms.

Inasmuch as the schools studied were not selected by random or probability techniques (as was also true for some aspects of the pupil selection process) the data collected for this inquiry cannot be extended to the entire Mexican-American and Anglo pupil populations of the Los Angeles Metropolitan School District with total confidence. However, both the Mexican-American and Anglo samples appear to be similarly affected by any biases which the pupil selection process might have engendered. These data can be used confidently for comparing the different subpopulations of pupils--their principal use in this report.[1] The sample obtained is shown in Table A-2 by grade-level, ethnicity, and socioeconomic status.

School Indices

Two sets of indices were developed to classify the schools. One, the socioeconomic measure, was created from the Shevky-Bell Social Rank Index and from the mean socioeconomic level of the sample obtained from each school. Pupil socioeconomic level was derived from the occupational prestige rank of the main support of the family. These ranks range from one, lower blue collar, to five, upper white collar.

The other index, the ethnic density measure, was created from official school data pertaining to the ethnic composition of each school and the ethnic distribution of the sample obtained from each school. Schools with an enrollment of over 50 percent Anglo pupils were coded "Low Ethnic;" those with over 30 percent "Medium Ethnic," and the others "High Ethnic." These data are reported in Table A-1.

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[1] To determine the reliability of the sample within school units, the data were contrasted with known or estimated parameters of the schools. The mean socioeconomic scale score of the sample from each school was compared with a school social rank index based on United States Census data for the tracts feeding into the school, and the percentage of Anglos in the sample from each school was compared with the percentage of Anglos reported by an official school census. These correlations were sufficient to conclude that the sample was not greatly biased. For a complete description of sampling procedures and difficulties encountered in survey research in public school, see Schwartz op. cit., Chapter 2, "Reciprocal Relationship Between Theoretical Design and the Realities of Data Collection."

TABLE A-2

SAMPLE BY GRADE LEVEL, ETHNICITY, AND SOCIOECONOMIC STATUS

	Junior		Senior	
	M-A	Anglo	M-A	Anglo
Upper White Collar*	2.3% (20)	14.4% (80)	2.1% (14)	16.8% (79)
Intermediate White Collar	3.6 (32)	13.0 (72)	4.1 (27)	13.6 (64)
Lower White Collar	7.7 (69)	14.0 (78)	10.1 (67)	9.6 (45)
Upper Blue Collar	21.7 (195)	31.4 (175)	23.4 (156)	34.3 (162)
Lower Blue Collar	50.3 (452)	23.9 (133)	50.1 (334)	21.8 (103)
Unknown	14.6 (131)	3.6 (20)	10.4 (69)	4.3 (20)
Total	100.2† (899)	100.3 (588)	100.2 (667)	100.4 (473)

*Occupational classifications are as follows:
Upper white collar - professional and managerial occupations, owners of large businesses.
Intermediate white collar - skilled non-manual occupations, owners of small or medium-sized businesses.
Lower white collar - semi-skilled non-manual occupations.
Upper blue collar - skilled manual occupations, foreman, self-smployed craftsmen.
Lower blue collar - unskilled and semi-skilled manual occupations.

†Variation in percentage totals are due to rounding errors.

Note the relationship between the school socioeconomic status measures and the ethnic density measures. For most schools it is a perfect inverse--the low ethnic density schools are also schools of high socioeconomic status, the medium ethnic density schools have medium socioeconomic status, and the high ethnic density schools have low socioeconomic status.

Note also that schools classified as high socioeconomic status are high only in comparison with other schools in the sample. For example, the school with the highest status has a mean SES score of 3.23 on a scale of 5. This indicates that the parents of its student body tend toward lower white collar occupations. Had this school been compared with schools typically populated by children from professional and upper white collar homes, it would have been classified differently. The school SES Type, then, tells its position only among the schools sampled and implies nothing about its position in a larger universe of schools.

APPENDIX B

TECHNICAL NOTE ON VALUE ORIENTATION SCALES AND INDICES

The value orientation variables were created by combining, wherever possible, the relevant questionnaire items into scales and indices. This method reduces low validity resulting from idiosyncratic interpretations of single items. To combine the clusters of indicators into single measures, the Scalogram procedure was selected as originally conceived by Louis Guttman.[1] In this procedure "the researcher posits the unidimensionality of a set of items" which appear to reflect the concept under scrutiny. He then makes observations or asks questions about each of the items. "A favorable research outcome consists in uncovering data which approximate the posited model. This fits the assumption that all items belong together in describing a single variable. Failure to fit the model, on the other hand, may suggest that more than one dimension is involved...."[2]

The Scalogram has the property that "persons who answer a given question favorably all have higher ranks on the scale than persons who answer the same question unfavorably. From the respondents scale, we should know both the number of and the actual items in the scale he has endorsed."[1] The degree that the Scalogram has this property is measured by its *Coefficient of Reproducibility*. The formula employed here, suggested by Goodenough, obtains the coefficient by subtracting the proportion of errors in the scale from unity.[2]

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[1] Samuel A. Stouffer, et al., Measurement and Prediction (Princeton: Smith Peter, 1950).

[2] M. Riley, J. W. Riley, and J. Toby, Sociological Studies in Scale Analysis (New Brunswick: Rutgers University Press, 1954), p. 19.

$$\text{Coefficient of Reproducibility} = 1 - \frac{\text{number of error responses}}{\text{number of correct responses}}$$

Edwards has compared this procedure with the commonly used Cornell technique, and although the Goodenough technique yields a coefficient which is somewhat lower, he recommends it as the more accurate of the two.[3] An acceptable level for the coefficient had been set "arbitrarily" by Guttman at .90, and this figure has become conventional for the Scalogram technique.[4]

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[1] Stouffer, *et al.*, p. 9.

[2] Allen L. Edwards, *Technique of Attitude Scale Construction* (New York: Appleton, 1957).

[3] Using the two techniques and identical data, Edwards obtained a coefficient of .80 with the Goodenough technique and .85 with the Cornell technique. *Ibid.*, footnote, p. 188.

[4] Stouffer, *et al.*, p. 77.

The Coefficients of Reproducibility for the value orientation scales range from .99 for the Futuristic Orientation Scale to .89 for the Independence from Peer Scale, on responses from senior high school pupils. These coefficients imply that the responses of individual pupils to the item-indicators of Futuristic Orientation can be predicted from their scale scores with almost 99 percent accuracy and that the responses to Peer Independence items can be predicted with about 89 percent accuracy. With the exception of the Futuristic Orientation Scale, which has a coefficient of .92 for junior high pupils and a coefficient of .99 for senior high pupils, there is little difference in the predictability of the same value orientation variables between the two age groups. The Coefficients of Reproducibility for each Scalogram and evidence of the improvement of the Guttman technique over the use of modal categories alone are presented in Table B-1.

The Scalogram technique was rejected for the Self-Esteem and the Idealized School Goals indicators. Although reproducibility for Self-Esteem was in the low .80's, the chief objection to the scale was that the error responses created one predominant modal nonscale type. This distribution violates the criterion of randomness of error and usually signifies the presence of more than one concept in the cluster of indicators. A single underlying concept is the most critical property of the Scalogram.

TABLE B-1

SCALOGRAMS FOR VALUE ORIENTATION VARIABLES WITH MINIMAL MARGINAL REPRODUCIBILITY AND COEFFICIENTS OF REPRODUCIBILITY

Value Orientation Scales	Minimal Marginal Reproducibility*	Coefficient of Reproducibility	Percentage of Improvement
Expressive Orientation			
Junior High School	.858	.973	11.5
Senior High School	.852	.970	11.8
Faith in Human Nature			
Junior High School	.697	.920	22.3
Senior High School	.733	.895	16.2
Formal School Compliance			
Junior High School	.647	.982	24.5
Senior High School	.657	.911	25.4
Futuristic Orientation			
Junior High School	.667	.921	25.4
Senior High School	.667	.988	32.1
Independence from Family Authority			
Junior High School	.648	.898	25.0
Senior High School	.655	.892	23.7
Independence from Peers			
Junior High School	.615	.893	27.8
Senior High School	.650	.887	23.7
Instrumental Orientation			
Junior High School	.877	.959	8.2
Senior High School	.863	.934	7.1

*The measure of Minimum Marginal Reproducibility is obtained by summing the proportion of responses in the modal category for each item and dividing by the total number of items. The Coefficient of Reproducibility is obtained by subtracting the proportion of errors in the scale from unity.

A universe of items may occasionally scale for one population but not for another, or it may scale for a subpopulation but not for the entire population. (This logic prevailed in developing separate Scalograms for junior and senior high school pupils, although it turned out that their responses formed identical scales.) Accordingly, separate trials for Self-Esteem scales were made for each ethnic group at the two school levels. With the exception of the senior high Anglo sample, the Coefficients of Reproducibility were under .85--the minimum criterion for Scalograms. The acceptable Self-Esteem Scalogram for the Anglo senior high pupils is shown in Table B-2.

Experience with indicators of Self-Esteem suggests that their utility in predicting the orientation of adult Anglos might be greater than that for the subpopulations in this study. The Idealized School Goals Scales, on the other hand, had high Coefficients of Reproducibility--over .90--but were rejected because the Minimal Marginal Reproducibility[1] measures were also high. Such a phenomenon occurs when the proportion of cases in the modal categories for each item is large--in this case, over 90 percent. These scale scores, then, can contribute little information to the prediction of individual responses beyond that of the marginal scores. Also, the criterion of the range of the distribution of responses was again violated, a fact that is indicated not by the undistributed error as in the Self-Esteem Scale but by the great similarity between the measures of the Minimal Marginal Reproducibility and the Coefficient of Reproducibility.[1]

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[1] The Minimum Marginal Reproducibility measure is obtained by summing the proportion of responses in the modal category for each item and dividing by the total number of items. See Edwards, p. 192.

The item-indicators of these two concepts were fashioned into indices in which an index score tells the number of items with which each respondent agrees but implies nothing about the ordering of these items or the unidimensionality of the concept they represent. Although indices do not approach the eloquence of Scalograms, they do offer a logical and useful system for ordering respondents.

The method for distributing error responses in the Scalogram was never clearly stated in the published writings of Guttman. His only caveat was that nonscale types be placed in that perfect scale pattern which minimizes the number of errors. By this criterion a nonscale type often can be assigned to two or even more perfect scale types. For example, in the following Scalogram the nonscale pattern ###- can unambiguously be assigned to Scale Type 5, for only in this category is there one error--the response to item 4.

SCALE TYPE	PATTERN OF PERFECT TYPES			
	Items			
	1	2	3	4
5	#	#	#	#
4	-	#	#	#
3	-	-	#	#
2	-	-	-	#
1	-	-	-	-

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[1] Stouffer, *et al.*, p. 78.

TABLE B-2

SELF-ESTEEM SCALE--SENIOR HIGH SCHOOL, ANGLO

Item 1: I feel that I am at least as good as others I know.

+ Agreement
- Disagreement

Item 2: If I could, I'd rather be someone different from myself.

+ Disagreement
- Agreement

Item 3: On the whole I am pretty well satisfied with myself.

+ Agreement
- Disagreement

Item 4: There are times when I think that I am no good at all.

+ Disagreement
- Agreement

Scale Type	Item								N
	1		2		3		4		
	+	-	+	-	+	-	+	-	
V ++++	96	0	96	0	96	0	96	0	96
IV +++-	169	5	167	7	128	46	58	116	174
III ++--	113	15	96	32	28	100	19	109	128
II +---	42	17	12	47	3	56	2	57	59
I ----	0	14	0	14	0	14	0	14	14
									471
Frequency	420	51	371	100	255	216	175	296	
p	89		79		54		37		
q		11		21		46		63	
Error	0	37	12	39	31	46	79	0	$\Sigma=244$

Coefficient of Reproducibility = .8705
Minimum Marginal Reproducibility = .7123

But consider the nonscale pattern - # - #, which is more difficult to assign since it fits equally well in Types 2 and 4. If it is assigned to Type 2, response to item 2 is an error--a plus instead of a minus. If assigned to Type 4, response to item 3 is in error--a minus instead of a plus. Therefore, the question "what criterion should be employed in assigning this nonscale type?" arises.

In a memorandum sent to the Harvard Laboratory of Social Relations, Guttman supplied a solution which he calls "the distribution of perfect types technique."[1] In it he states that theoretically nonscale types are deviations from some one of the perfect scale types. Without precise information for locating them in the scale, nonscale types should be assigned to the type from which there is the greatest probability that they deviated. The revised procedure assigns nonscale patterns to the perfect scale patterns using the criterion of minimum error wherever possible, as before. If minimum error criterion assigns the pattern to two or more scale types, the ambiguity is resolved by assigning it to that perfect scale type which has the larger frequency. Guttman's recommendations prevailed in developing the Scalograms for this study.

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[1] Andrew F. Henry, "A Method of Classifying Nonscale Response Patterns in a Guttman Scale," Public Opinion Quarterly, XVI (Spring 1952) footnote, p. 104.

The intercorrelations of the scales, indices, and other value orientation variables--all of which are below .20 indicating statistical independence among them--appear in Table B-3. The distributions of responses to the scale and index items for the entire sample by grade-level are presented in Appendix C.

TABLE B-3

ZERO-ORDER CORRELATION COEFFICIENTS FOR VALUE ORIENTATION VARIABLES--ENTIRE SAMPLE BY SCHOOL-LEVEL

Junior High

	1	2	3	4	5	6	7	8	9	10	11	12
1. Index of Idealized School Goals	1.0	.14	.03	.11	-.07	.05	.06	.06	.01	-.03	-.07	-.03
2. Instrumental Orientation Scale		1.0	.04	.03	-.09	.03	.01	.08	.07	.01	-.04	.01
3. Expressive Orientation Scale			1.0	-.03	.10	.00	.02	-.07	-.12	-.11	.08	.05
4. Formal School Compliance Scale				1.0	.15	-.03	.05	.04	.02	.02	-.23	-.12
5. Rational Resolution of Conflict (item)					1.0	-.06	.02	.18	-.17	.05	.13	.03
6. Interpersonal Responsibility (item)						1.0	-.08	.05	-.06	.05	.00	.02
7. Index of Self-Esteem							1.0	-.01	.00	.02	.01	-.05
8. Faith in Human Nature								1.0	.22	.06	-.01	.04
9. Futuristic Orientation Scale									1.0	.03	.03	-.03
10. Independence from Peers Scale										1.0	.00	.02
11. Independence from Family Authority Scale											1.0	.17
12. Concern for Family over Peer (item)												1.0

TABLE B-3

ZERO-ORDER CORRELATION COEFFICIENTS FOR VALUE ORIENTATION VARIABLES--ENTIRE SAMPLE BY SCHOOL-LEVEL

Senior High

	1	2	3	4	5	6	7	8	9	10	11	12
I. Index of Idealized School Goals	1.0	-.04	.15	.05	.06	-.06	.06	.08	-.02	-.01	-.04	-.06
2. Instrumental Orientation Scale		1.0	.00	-.03	-.05	.02	-.01	.00	.05	.00	-.02	.01
3. Expressive Orientation Scale			1.0	.03	.02	-.01	.05	.06	-.02	-.06	-.02	-.03
4. Formal School Compliance Scale				1.0	-.12	-.01	.02	.03	.04	.03	-.05	-.07
5. Rational Resolution of Conflict (item)					1.0	.00	-.02	-.12	-.14	-.04	-.08	-.11
6. Interpersonal Responsibility (item)						1.0	-.05	-.01	-.12	.02	-.01	-.02
7. Index of Self-Esteem							1.0	.04	.04	.07	.02	-.08
8. Faith in Human Nature								1.0	.10	.04	-.02	.01
9. Futuristic Orientation Scale									1.0	.05	.02	.01
10. Independence from Peers Scale										1.0	.01	-.08
11. Independence from Family Authority Scale											1.0	.19
12. Concern for Family over Peer (item)												1.0

APPENDIX C

RESPONSES TO SCALE AND INDEX ITEMS FOR ENTIRE SAMPLE

TABLE C-1

AUTONOMY INDEX

Item 1: Let's imagine that you always wanted to belong to a particular club in school and that you were finally asked to join. But you find out that your parents don't want you to. Do you think that you would . . .

+ Join anyway
- Not join

Item 2: What if your parents and teachers approved, but by joining the club you would break with your best friend who was not asked to join? Would you . . .

+ Join anyway
- Not join

Item 3: What if your parents approved, but a teacher you liked didn't? Would you . . .

+ Join anyway
- Not join

TABLE C-1

AUTONOMY INDEX

JUNIOR HIGH SCHOOL

Index Number	Item 1		Item 2		Item 3		N	%
	+	-	+	-	+	-		
IV + on 3 items	217	0	217	0	217	0	217	13.0
III + on 2 items	284	289	310	263	552	21	573	34.4
II + on 1 item	46	613	94	565	519	140	659	39.6
I + on 0 items	0	217	0	217	0	217	217	13.0
							1666	100
Frequency	547	1119	621	1045	1288	378		
p	33		37		77			
q		67		63		23		

SENIOR HIGH SCHOOL

Index Number	Item 1		Item 2		Item 3		N	%
	+	-	+	-	+	-		
IV + on 3 items	277	0	277	0	277	0	277	19.7
III + on 2 items	336	214	251	299	513	37	550	39.2
II + on 1 item	44	365	56	353	0	409	409	29.1
I + on 0 items	0	168	0	168	0	168	168	12.0
							1404	100
Frequency	657	747	584	820	790	614		
p	47		42		56			
q		53		58		44		

TABLE C-2

EXPRESSIVE ORIENTATION SCALE

Item 1: I think of school mainly as a place for having fun.

+ Agreement
- Disagreement

Item 2: The main thing I enjoy about school is being with friends.

+ Agreement
- Disagreement

Item 3: I usually enjoy my classes here at school.

+ Agreement
- Disagreement

Item 4: In general, do you like or dislike school?

+ Like it
- Dislike it or like and dislike it equally

TABLE C-2

EXPRESSIVE ORIENTATION SCALE

JUNIOR HIGH SCHOOL

Scale Type	Item								N	%
	1		2		3		4			
	+	-	+	-	+	-	+	-		
V ++++	219	0	219	0	184	35	219	0	219	13.1
IV -+++	7	994	994	0	897	97	973	21	994	59.4
III --++	16	382	0	398	398	0	398	0	398	23.8
II ---+	5	24	0	29	0	29	29	0	29	1.7
I ----	0	34	0	34	3	31	0	34	34	2.0
									1674	100
Frequency	247	1439	1213	461	1482	192	1619	55		
p	15		72		89		97			
q		85		28		11		3		

SENIOR HIGH SCHOOL

Scale Type	Item								N	%
	1		2		3		4			
	+	-	+	-	+	-	+	-		
V ++++	108	0	108	0	108	0	108	0	108	7.7
IV -+++	8	854	854	8	742	120	859	3	862	61.4
III --++	0	335	0	335	335	0	335	0	335	23.9
II ---+	25	39	0	64	0	64	64	0	64	4.5
I ----	2	33	20	15	2	33	0	35	35	2.5
									1404	100
Frequency	143	1261	982	422	1187	217	1366	38		
p	10		70		84		97			
q		90		30		16		3		

TABLE C-3

FAITH IN HUMAN NATURE SCALE

Item 1: In general, people can be trusted.

+ Agree
- Disagree

Item 2: Most people make friends because they are able to use them.

+ Disagree
- Agree

Item 3: When you get right down to it, people are just no good.

+ Disagree
- Agree

TABLE C-3

FAITH IN HUMAN NATURE

JUNIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	621	0	621	0	572	49	621	37.4
III -++	0	513	513	0	423	90	513	30.9
II --+	192	193	0	385	385	0	385	23.2
I ---	57	84	0	141	0	141	141	8.5
							1660	100
Frequency	870	790	1134	526	1380	280		
p	52		68		83			
q		48		32		17		

SENIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	879	0	638	241	851	28	879	62.6
III -++	0	389	389	0	233	156	389	27.7
II --+	0	80	0	80	80	0	80	5.7
I ---	16	40	0	56	0	56	56	4.0
							1404	100
Frequency	895	509	1027	377	1164	240		
p	64		73		83			
q		36		27		17		

TABLE C-4

FORMAL SCHOOL COMPLIANCE SCALE

Item 1: Even when they punish the whole class, I feel that teachers are usually right.

+ Agree
- Disagree

Item 2: Mary works in the library. Betty, who is Mary's best friend, needs a certain book to write a report. Betty knows that many other pupils also need the book, so she asks Mary to hide it until she can come for it. Mary thinks it is wrong to do this. Do you . . .

+ Agree
- Disagree

Item 3: Bill is grading tests for his class. John, who is Bill's best friend, is just below passing. If Bill gives him a break he can help him pass. John thinks Bill should help him. Do you . . .

+ Disagree
- Agree

TABLE C-4

FORMAL SCHOOL COMPLIANCE SCALE

JUNIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	791	05	500	291	657	134	791	47.5
III -++	0	523	523	0	405	118	523	31.4
II --+	0	269	0	269	269	0	269	16.1
I ---	0	84	0	84	0	84	84	5.0
							1667	100
Frequency	791	876	1023	644	1331	336		
p	47		61		80			
q		53		39		20		

SENIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	597	0	413	184	542	55	597	42.5
III -++	0	446	446	0	351	95	446	31.7
II --+	0	243	0	243	243	0	243	17.3
I ---	41	78	0	119	0	119	119	8.5
							1405	100
Frequency	638	767	859	546	1136	269		
p	45		61		81			
q		55		39		19		

TABLE C-5

FUTURISTIC ORIENTATION SCALE

Item 1: People should not expect too much out of life so they won't be disappointed.

+ Disagree
- Agree

Item 2: Planning only makes a person unhappy since your plans hardly ever work out anyhow.

+ Disagree
- Agree

Item 3: The wise person lives for today and lets tomorrow take care of itself.

+ Disagree
- Agree

TABLE C-5

FUTURISTIC ORIENTATION SCALE

JUNIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	457	0	381	76	381	76	457	27.6
III -++	0	659	659	0	464	195	659	39.7
II --+	0	268	0	268	268	0	268	16.2
I ---	47	226	0	273	0	273	273	16.5
							1657	100
Frequency	504	1153	1040	617	1113	544		
p	30		63		67			
q		70		37		33		

SENIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	649	0	566	83	578	71	649	46.2
III -++	0	447	447	0	349	98	447	31.8
II --+	0	160	0	160	160	0	160	11.4
I ---	41	107	0	148	0	148	148	10.6
							1404	100
Frequency	690	714	1013	391	1087	317		
p	49		72		77			
q		51		28		23		

TABLE C-6

IDEALIZED SCHOOL GOALS INDEX

Item 1: School should train me for my future job.

+ Agreement
- Disagreement

Item 2: School should help me get along with the different people I will meet in my lifetime.

+ Agreement
- Disagreement

Item 3: School should help me understand the world I now live in.

+ Agreement
- Disagreement

TABLE C-6

IDEALIZED SCHOOL GOALS

JUNIOR HIGH SCHOOL

Index Number	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV Agreement with 3 items	1394	0	1394	0	1394	0	1394	83.8
III Agreement with 2 items	155	62	135	82	144	73	217	13.0
II Agreement with 1 item	23	27	14	36	13	37	50	3.0
I Agreement with 0 items	0	3	0	3	0	3	3	.2
							1664	100
Frequency	1572	92	1543	121	1551	113		
p	94		93		93			
q		6		7		7		

SENIOR HIGH SCHOOL

Index Number	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV Agreement with 3 items	1165	0	1165	0	1165	0	1165	83.0
III Agreement with 2 items	143	50	145	48	98	95	193	13.8
II Agreement with 1 item	17	23	0	40	6	34	40	2.8
I Agreement with 0 items	0	5	0	5	0	5	5	.4
							1403	100
Frequency	1325	78	1310	93	1269	134		
p	94		93		90			
q		6		7		10		

TABLE C-7

INDEPENDENCE FROM FAMILY AUTHORITY SCALE

Item 1: Children should obey all the rules their parents make for them.

+ Disagree
- Agree

Item 2: Teenagers should never date a person against their parents' wishes.

+ Disagree
- Agree

Item 3: Teenagers should make their own decisions instead of their parents telling them what to do.

+ Agree
- Disagree

Item 4: Even if parents disapprove, they should not stop teenagers from seeing their friends.

+ Agree
- Disagree

TABLE C-7

INDEPENDENCE FROM FAMILY AUTHORITY SCALE

JUNIOR HIGH SCHOOL

Scale Type		Item							N	%
	1		2		3		4			
	+	-	+	-	+	-	+	-		
V ++++	19	219	58	171	0	229	0	229	229	13.8
IV -+++	44	481	166	359	0	525	525	0	525	31.6
III --++	67	314	0	381	381	0	314	67	381	23.0
II ---+	16	197	197	16	213	0	164	49	213	12.8
I ----	312	0	312	0	173	139	273	39	312	18.8
									1660	100
Frequency	958	1201	732	927	766	893	1276	384		
p		72		56		54		23		
q	28		44		46		77			

SENIOR HIGH SCHOOL

Scale Type		Item							N	%
	1		2		3		4			
	+	-	+	-	+	-	+	-		
V ++++	26	132	37	121	0	158	0	158	158	11.3
IV -+++	24	289	141	172	0	313	313	0	313	22.4
III --++	59	212	0	271	271	0	239	32	271	19.4
II ---+	16	347	347	16	362	1	240	123	363	26.0
I ----	291	0	291	0	209	82	244	47	291	20.9
									1396	100
Frequency	416	980	816	580	842	554	1036	360		
p		70		42		40		26		
q			58		60		74			

TABLE C-8

INDEPENDENCE FROM PEERS SCALE

Item 1: I wouldn't mind being thought of as an "odd ball."

+ Agreement
- Disagreement

Item 2: I feel upset if the group doesn't approve of me.

+ Disagreement
- Agreement

Item 3: I never do things just to make others think well of me.

+ Agreement
- Disagreement

Item 4: If I disagree with what the group decides, I would never say so.

+ Disagreement
- Agreement

TABLE C-8

INDEPENDENCE FROM PEERS SCALE

JUNIOR HIGH SCHOOL

Scale Type		Item								N	%
		1		2		3		4			
		+	-	+	-	+	-	+	-		
V	++++	164	0	164	0	94	79	127	37	164	9.9
IV	-+++	0	427	427	0	253	174	427	0	427	25.9
III	--++	112	407	0	519	519	0	353	166	519	31.4
II	---+	63	299	0	362	0	362	362	0	362	21.9
I	----	30	150	53	127	0	180	0	180	180	10.9
										1652	100
Frequency		369	1283	644	1008	866	786	907	745		
p		22		39		52		55			
q			78		61		48		45		

SENIOR HIGH SCHOOL

Scale Type		Item								N	%
		1		2		3		4			
		+	-	+	-	+	-	+	-		
V	++++	265	0	265	0	138	127	242	23	265	18.9
IV	-+++	0	195	195	0	195	0	159	36	195	13.9
III	--++	83	205	0	289	289	0	231	57	288	20.5
II	---+	92	460	170	382	0	552	552	0	552	39.4
I	----	18	85	29	74	0	103	0	103	103	7.3
										1403	100
Frequency		458	945	659	745	622	782	1184	219		
p		33		47		44		84			
q			67		53		56		16		

TABLE C-9

INSTRUMENTAL ORIENTATION SCALE

Item 1: Going to school now will not help me get a better job later.

+ Disagreement
- Agreement

Item 2: Doing my schoolwork will make things easier for me after I get out of school.

+ Agreement
- Disagreement

Item 3: Going to school will not help my future in any way.

+ Disagreement
- Agreement

TABLE C-9

INSTRUMENTAL ORIENTATION SCALE

JUNIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	1242	0	1165	77	1190	52	1242	74.2
III -++	0	392	392	0	319	73	392	23.4
II --+	0	27	0	27	27	0	27	1.6
I ---	3	11	0	14	0	14	14	.8
							1675	100
Frequency	1245	430	1557	118	1609	66		
p	74		93		96			
q		26		7		4		

SENIOR HIGH SCHOOL

Scale Type	Item						N	%
	1		2		3			
	+	-	+	-	+	-		
IV +++	1060	0	952	108	1017	43	1060	75.5
III -++	0	318	318	0	283	35	318	22.6
II --+	0	23	0	23	23	0	23	1.6
I ---	0	4	0	4	0	4	4	.3
							1405	100
Frequency	1060	345	1270	135	1323	82		
p	75		90		94			
q		25		10		6		

TABLE C-10

SELF-ESTEEM INDEX

Item 1: I feel that I am at least as good as others I know.

+ Agreement
- Disagreement

Item 2: If I could, I'd rather be someone different from myself.

+ Disagreement
- Agreement

Item 3: On the whole I am pretty well satisfied with myself.

+ Agreement
- Disagreement

Item 4: There are times when I think that I am no good at all.

+ Disagreement
- Agreement

TABLE C-10

SELF-ESTEEM INDEX

JUNIOR HIGH SCHOOL

Index Number	Item 1		Item 2		Item 3		Item 4		N	%
	+	-	+	-	+	-	+	-		
V + on 4 items	907	0	661	246	826	81	389	518	907	55.
IV + on 3 items	0	142	142	0	117	25	68	74	142	8.
III + on 2 items	191	17	191	17	17	191	17	191	208	12.
II + on 1 item	45	21	0	66	0	66	66	0	66	4.
I + on 0 items	124	200	80	244	441	283	0	324	324 1647	19. 10
Frequency	1267	380	1074	573	1001	646	540	1107		
p	77		65		61		33			
q		23		35		39		67		

SENIOR HIGH SCHOOL

Index Number	Item 1		Item 2		Item 3		Item 4		N	%
	+	-	+	-	+	-	+	-		
V + on 4 items	815	0	688	127	694	121	433	382	815	58
IV + on 3 items	0	83	83	0	58	25	25	28	83	5
III + on 2 items	220	0	220	0	0	220	0	220	220	15
II + on 1 item	37	6	43	0	0	43	43	0	43	3
I + on 0 items	132	107	48	191	14	225	0	239	239 1400	17 10
Frequency	1204	196	1039	361	766	634	531	869		
p	86		74		55		38			
q		14		26		45		62		

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ABSTRACT

This inquiry was stimulated by the impoverished conditions of many Mexican-Americans in the southwestern United States. Because education has and is continuing to play a major role in the development of economic and consensual bases for American society, despite diverse cultural groups, the exploration of value orientations which might inhibit the educational achievement of Mexican-Americans was undertaken. To this end, the following questions were posed:

(1) In what ways and to what extent do Mexican-American values differ from Anglo values?
(2) In what ways and to what extent are there value differences within the Mexican-American pupil subpopulation?
(3) In what ways and to what extent are value orientations related to the academic achievement of Mexican-American pupils?

Hypotheses of the relationship between value orientations and achievement were formulated. Information from a stratified sample of 2,600 ninth and twelfth grade pupils enrolled in a large urban school district was obtained through responses to self-administered questionnaires and from official records of their scholastic achievement.

Abstract - continued
Comparative Values and Achievement of Mexican-American and Anglo Pupils
Audrey James Schwartz
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The data reveal that there are important differences in value orientations between the two ethnic groups and that the orientations most related to success are those associated with the Anglo structure. The data also reveal that within the Mexican-American student population, value orientations are differentially distributed according to sex and age, family socioeconomic status, and school social context--implying that this ethnic group is not as homogeneous as may be commonly believed. Achievement in the context of education appears to require, at a minimum, the following orientations toward school-related activity: (1) personal congruence with the goals toward which school tasks are directed, (2) rational orientation toward goal attainment, (3) generalized conficence in mankind which allows for effective interpersonal relations in the institutional climate of the school, and (4) an optimistic definition of the general life situation which includes the view that goals can be attained through personal activity.